

DIARY

At the third stroke . . .



Civil servants at the DES are walking around in a state of shock. Grown men are rumoured to have been seen crying, and some are even prepared to risk all and do a "Pointing" to reveal the latest scandal to hit Whitehall.

Hundreds of bureaucrats in Elizabeth House have been barred from their two favourite pastimes - phoning the Speaking Clock and finding out the Test match score.

And in case any of them should try to cheat the system and make over such a quick call to see how England are faring against the Australians this summer, the new computerized tele-

phone system installed last week has been programmed so that the lines go dead when either of those numbers is dialled.

I can well understand that the Civil Service, brought up on the playing fields of Eton, can't resist the odd sneaky call to the Test scores while ploughing through those documents on school closures. But the Speaking Clock?

All the DES offices have clocks in them. And a spot check showed that the civil servants all have watches. Are they really so bored with their work that they have to be reassured that the

clocks haven't stopped?

Apparently so. According to a DES spokesman: "There was an awful lot of ringing up TIM going on. These restrictions have been made because civil servants are not supposed to use taxpayer's money for TIM or the Test match."

So, it's going to be a long hot summer. When Tony Crosland was Secretary of State he used to switch on the TV set in his office for the cricket and invite a few civil servants in. Perhaps Sir Keith Joseph can be prevailed upon to do the same.

Supply not meeting demand

Staff at Aylsham High School in Norfolk got rather upset last week when they learned that the council was going to send two supply teachers into their school.

Not that they are against supply teachers. In fact, they would quite like some for two teachers who are about to take a party of children on an educational exchange to France. A request that the council has, in fact, vetoed.

But it was prepared to send in supply teachers last week to cover for two teachers who would have been away from their classroom supervising something of the utmost importance - the preparation of a cold buffet for a private reception being given by Norfolk Council chairman Mrs Frances Rountledge. The catering for the 160 guests was to be done by fourth year pupils.

According to Aylsham NUT rep June Adams: "Here was the council prepared to send in two extra teachers because of this catering for what is, in essence, a private function." She says that the cost would have been nearly £700.

Not so, says the council: the cost was £200. It was a reception for members of voluntary organizations and, after the teachers made a fuss, Mrs Rountledge moved it to County Hall anyway.

Curiouser and curiously, says Mrs Adams: "When we were doing the catering, we were told to spend £100 head. If they can cater for 160 people for £200 they should really pass on the expertise to the school meals service."

Mrs Adams says it was also suggested to staff that if the school lost with the function it would get curtains to replace their 30-year-old ones, and the curtains have, in fact, arrived. "I'd hang them quickly if I were you."

Science 5-16: A statement of policy

DES wants consultant in science for each primary

by Susannah Kirkman

Fundamental reorganization of the primary and secondary science curricula is called for in the Government's new science policy document published today.

All primary teachers should teach some science says *Science 5 to 16: A Statement of Policy* which was previewed in *The TES* last month. Each primary school must have a science consultant - a teacher with a scientific background who can stimulate science teaching and act as a curriculum consultant.

Primary schools must keep records of each child's progress, and head teachers should be accountable to school governors and I.E.A.s for the rate of development of the science curriculum.

The paper demands a "science-for-all" policy in secondary schools. All pupils must study elements from all three sciences until they are 16. Fourth - and fifth-year pupils should spend eight or nine periods a week on science, an increase for most youngsters but three or four periods fewer than many able pupils now have for the three separate sciences.

The DES suggests integrated or modular approaches to allow a broader science programme. It also says that courses must be "pruned," perhaps by discarding topics which will not help pupils in their adult and working lives. Filling roles in secondary schools will allow adequate resources to implement the new policy, says the document. It predicts that there should be enough well-qualified science teachers to fill vacancies for the rest of the decade.

But Dr Dick West, director of the Government-funded Secondary Science Curriculum Review, has attacked the resources policy as "the Achilles' heel of the whole strategy". He said that filling roles alone would not resolve existing problems, as secondary science was still a long way from achieving the goal of science for all. Schools were already finding it difficult to replace basic equipment and textbooks.

Dr West welcomed the direction of the policy statement but doubted whether there would be enough science teachers to carry it out. There was already evidence of a serious drop in the recruitment of physics teachers, and the paper overlooked the uneven distribution of teachers nationally.

Primary page 8 - Report summary page 10.

Sir Keith ready to ponder new pay forum for headteachers

by Richard Garner

Sir Keith Joseph is to consider plans to establish a separate pay bargaining forum for headteachers. This follows fears that local authority attempts to restructure teachers' salaries have paid too little attention to maintaining or increasing differentials for top posts.

The idea of setting up another salary negotiating body emerged from a private meeting between leaders of the National Association of Head Teachers and the Education Secretary that was primarily held to talk about the impasse in this year's pay negotiations.

Officials from the Department of Education and Science will now meet NAHT representatives to see if they can present a common approach to Sir Keith. The NAHT has long pressed for separate pay discussions, arguing that senior local government officers - such as chief education officers - negotiate separately from town hall staff.

After the meeting, Mr David Hart, general secretary of the NAHT, said: "Sir Keith made it clear that one of the reasons he distanced himself from the employers' (structure) proposals was that he didn't accept the local author-

ities had done enough in setting out differentials between heads and teachers in terms of providing incentives to take on extra responsibilities.

"We said that the rewards for posts of responsibility and for headship weren't sufficiently attractive and he said he shared our concern on that point."

While the NAHT was claiming this was a significant breakthrough the other headteachers' organization - the

Pay dispute round up page 11

Secondary Heads Association - was warning that it might reconsider its stance of not supporting the continuing industrial action by teachers.

Its executive heard at the weekend that at least two authorities, Nottingham and Staffordshire, had asked heads to take their "lunch" breaks either during the morning or afternoon sessions so that they would be on duty at mid-day to help provide school meals.

Mr Peter Snape, its general secretary, said: "We feel very strongly about this. The executive wants all chief education officers and education committees to know that action of this kind will alienate headteachers and cause us to reconsider our role in the current dispute." The SHA's annual conference takes place this weekend.

Labour-controlled Nottinghamshire County Council said it had asked all teachers to help combat the unions' school meals administrative staff, the National Union of Public Employees and GMBATU (formerly the General and Municipal Workers' Union), had agreed to consider changes in their hours to assist in the collection of dinner money from pupils - one of the voluntary activities being banned by teachers.

The National Advisory Board for local authority higher education is expected to tell four or five teacher training institutions this week that they will be allocated no more students after the 1985 intake.

The colleges are likely to be mainly drawn from a list of 12 produced by the NAB chairman's study group last May, who were warned that their future was in question because of their restricted size. Those institutions were Avery Hill, Bath, Charlotte Mason, Westhill, Newnham, De La Salle, Westminster, Bishop Grosseteste, North Riding, West Midlands, Rolle and Hertfordshire.

The names of the colleges due to receive no students after this year will be with the NAB teacher education group when it meets the main body on April 4.

Some of the original dozen could be saved by mergers with larger institutions, for example Avery Hill with Thames Polytechnic, Westhill and Newnham with each other, and Hertfordshire with Hatfield Polytechnic.



Lord Young, head of Mrs Thatcher's Enterprise Unit, sets off to hear a Budget heavily influenced by his study of education and training for 14 to 18-year-olds. Not only did Mr Nigel Lawson, the Chancellor, reveal the extension of the Youth Training Scheme to a two-year programme (provided employers stump up most of the extra cost) but he also announced a temporary MSC takeover of in-service training for technical and vocational education, costing £25m. A further Association of Metropolitan Authorities said the move would place in jeopardy the fragile truce between local authorities and the Commission over the White Paper *Training for Jobs*. Budget report page 3.

NAB sets closure deadlines

It is also suggested that Westminster, which moved to Oxfordshire some years ago, could consider linking with Oxford University or Oxford Polytechnic.

The closure of a number of small institutions is in line with DES policy over more than 20 years of concentrating resources on polytechnics and larger colleges.

Bert Lodge

Beyond the fringe

The Socialist Educational Association is about to look for members in a seemingly unlikely setting.

For the first time this Easter, it will hold a fringe meeting at the NAS/UWT conference. Their first team of Labour education spokesman Giles Radice and SEA secretary Graham Lane will address the meeting, while a

fairly powerful second XI of Frances Morrell and Roy Hattersley will be at their usual Easter fixture, the NUT.

Graham Lane explains that although the policies of the SEA and the NAS/UWT have been at odds on quite a few occasions, he has discovered that in parts of the country - such as the Midlands outside Birmingham - the leading teacher trades unionists are NAS/UWT not NUT, and he is keen to reach them.

He reminisces lovingly that at one stage in the sixties it was claimed that

Barrel of laughs

Watching Mrs Thatcher with President Reagan on TV recently I couldn't help thinking how much more tactful she is these days. A teacher acquaintance recalls that during a primary school visit in the seventies Education Secretary Mrs Thatcher was introduced to two women teachers - as my acquaintance put it - "of comically contrasting

Cut above the rest

I begin to get Bishop of Durham delusions when a Suffolk school, at which I am about to give a talk to a local NAHT branch, burns down shortly before I am due to arrive.

Needless to say, when we find an alternative venue the topic of conversation centres more on earthly than heavenly matters - the current industrial action.

One of the teachers who visited Bury St Edmunds last week, I noticed, had emerged that teachers were paid far less in Bury Edmunds than their

French counterparts. Indeed, everybody was - except strangely, the butcher, who alone kept the flag flying. Should discontented teachers be thinking about the meat trade?

Meanwhile Suffolk teachers are following with great interest speculation that one of their local MPs, Tory Party chairman John Selwyn Gummer, might be the next Education Secretary.

A Whitehall source tells me that if I want the full and comprehensive list of MPs ambitious for a Cabinet post I should include Kenneth Clarke, Norman Lamont, John Moore and even our old friend Rhodes Boyson. He also says that Sir Keith Joseph, Education Secretary, has the slightest intention of retiring.



Ted Short

Short shrift for striker

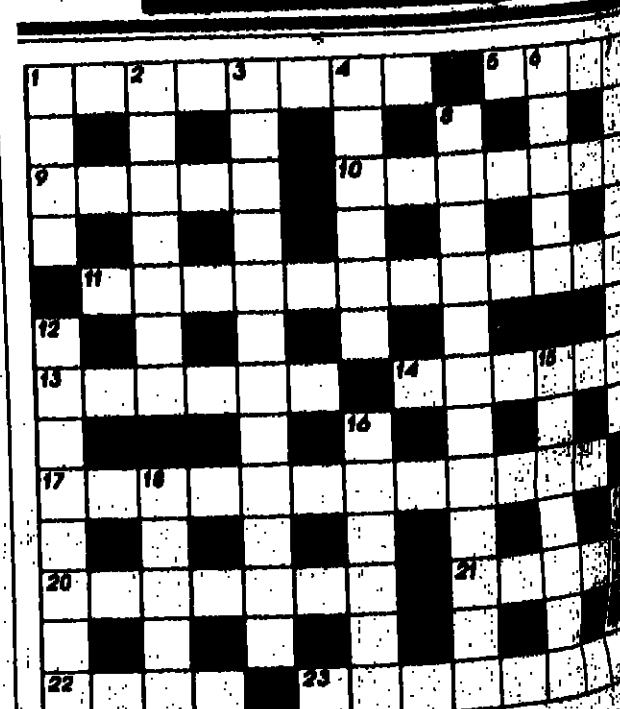
Glensy Kincock is not the first teacher with prominent Labour Party connections to take part in industrial action.

Back in the days of the 1966-70 Labour Government, infant teacher Jane Short, also from the London borough of Brent, took industrial sanctions.

Her father, Ted Short (now Lord Glenamara), was Labour's Education Secretary. He rang up the then leader of the Brent NUT, Max Morris, and sighed wearily: "She seems to be taking after you rather than me."

David Lister

No 194 CROSSWORD by Rupert



Across

1 A teacher may call it a lot of notes (8)
5 Back up at the back! (4)
9 Heave-ho, sent assistance for many a girl (5)
10 There's no let up for the rich (7)
11 He may have to make several calls before getting the contract (6, 6)
13 The what you're given (6)
14 Having a decayed property to rent (6)
15 Undecided fate of a plane taking part in a battle (1, 2, 3, 3)
20 Last night's dog? (7)
21 Come out and have a peep perhaps (5)
22 You can catch trout in it, or try (4)

Down

3 Directions for making machine parts (8)
6 A city politician gets behind (4)
7 Information, going to one boy is applicable to the whole class (7)
8 Refusing to let things lying down? (5, 3, 5)
12 Dashed off to fulfil a secret engagement? (6)
16 Poem causing wild glee at the end of the day (5)
17 Leaving the job before things get (6)
18 Work in harmony as rowers should (4)
19 Don't be put off by it will produce no response (4, 4)

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NOTICEBOARD

PEOPLE...

Mrs Helen MacCallum, deputy head of Sparbrook primary school, Redditch, to be head of Davens primary school, East London.

The following appointments have been made by the Southwark Diocesan Schools Committee: Mrs Mary Hutchinson, head of St Winifred's Infants, Lee, to be head of St Mary Magdalen's JMI, Brockley; Mr Michael Shepherd, deputy head of Edgware primary school, Chislehurst, to be head of St Joseph's JMI, The Borough; Mrs Mary Stacey, head of Our Lady Queen of Heaven JMI, Wimbledon Common, to be head of St George's JMI, Southwark; Mrs Josie Spenswick, head of St Joseph's Infants, Camberwell, to be head of St Anthony's JMI, Dulwich; Professor Dorothy Waddell, principal of Bedford College, to be the first principal of Royal Holloway and Bedford New College, University of London from August. Dr Raymond Ricketts, of Middlesex Polytechnic, to be vice-chairman and chairman-designate of the Committee of Directors of Polytechnics; Lady Wagner, chairman of the Voluntary Centre, to be president of the Incorporated Association of Preparatory Schools.

CONFERENCES...

March 16: Police, young people and the law: a conference at Brunel University, Kingston Lane, Uxbridge at 2 pm. Speakers include a Government spokesman, Dr G Vorhaus and Howard Levinson. Fee £2. Crèche available. Details 01-561 9400.

March 16: Education and Employment of Black Youth in Britain: a national conference organized by the

National Convention of Black Teachers (an umbrella organization of 15 affiliated Afro-Caribbean and Asian black teachers' organizations) at Friends House, Euston Road, London NW1, from 10.30 to 5 pm. Details from Ray, 01-886 1682 or NCBT at PO Box 30, Pinner, Middx HA5 5HF.

March 26: Equal Opportunities in Schools and Industry - A stronger bridge, a better deal. A joint CSCS/EOC day conference at Reading University from 9.45 am to 4.30 pm. Details from Ben Kenwood, deputy director CSCS, 0235 29737.

March 29-31: Why Community Education? - Community Education Association conference at the University of London Union, Main speaker Dr David Hargreaves, deputy director of J. K. Leighton House, Chestnut House, Hoe Street, London E7.

April 2-3: Fantasy Worlds - a non-residential children's literature conference at Brighton Polytechnic. Speakers include Peter Dickinson, Catherine Stacey, Kevin Gwynne, Holland, Gillian Klein, Brian Merrick and Alan Garner. The fee is £12, excluding lunch. Details from Miss K. Moxon, Fantasy Worlds Conference, The Literacy Centre, Faculty of Education Studies, Falmer, Brighton BN1 9PH.

May 17-18: Survival in the Promotion Stakes - a course in career planning for women in education at the Buckingham Hotel, Bucks, Devering Road. Fee £35 including full board and tuition. Details from Derbyshire Independent Teachers, 95 Meadow View, Rolleston-on-Dove, Staffordshire.

EVENTS...

March 15: Irish Book Festival in the Waterloo Rooms of the Royal Festival Hall on London's South Bank, open to the public from 12 noon. There will be readings, music and theatrical entertainments. Details from Garma O'Connor, 9 Sakuntala Road, Harewood, Oxford OX3 8JN.

March 20: Lord Hailsham will give the Edward Boyle lecture at the Royal Society Arts on *The Older I Grow the More I Learn*. Admission by ticket from Carol Singleton, RSA, 8 John Adam Street, London WC2N 6EZ.

March 20-28: A programme of Canadian films for children, March 20, 22, 25 at 11.45 am and 1.30 pm for junior and middle schools and March 21 and 26 at 11.45 and 1 pm for secondary schools at the Commonwealth Institute, Kensington High Street, London W8. Groups must book in writing. Details from The Education Centre, 01-603 4636 ext 283.

INFORMATION...

Free schools: Nigel Wright is researching into free schools in Britain in the 1960s and the 1970s. Anyone involved in free schooling during that period who would be willing to discuss their experiences is invited to contact him at the Open University School of Education, Walton Hall, Milton Keynes, MK7 6AA.

Higher education: Stuart MacDonald is undertaking a research project into the closure of higher education institutions throughout 1985. Anyone with details of such closures is invited to write to him at 5 High Street, Worthing, Sussex.

PUBLICATIONS...

Special Needs: *A Teachers' Guide to Medication for Children with Special Needs and to Drug Misuse by Young People* is a pamphlet written by Professor Gerry Simon of Birmingham University for the National Council for Special Education. It is available from NCSSE, 3 Wood Street, Stratford-upon-Avon, CV37 6JE. *Careers in Sport and Recreation* A booklet published by the Central Council of Physical Recreation, containing information on university courses, teacher training and diploma courses at colleges of technology and polytechnics on aspects of sports teaching, coaching or administration. It costs £1 and is available from the CPCR, Francis House, Francis Street, London SW1P 1DS. *British Educational Bureau* A list of 100 best courses, college lectures and school visits on aspects of Jewish life and belief organized by the Jewish Education Bureau is available free of charge from JEB, 58 Westcombe Avenue, Leeds LS8 2BS enclosing a SAE.

Curriculum more than list of subjects - HMI

Skills, attitudes and "areas of learning", rather than traditional subjects, are the focus of a new HMI paper on *The Curriculum from 5 to 16*.

The document is a marked contrast to the recent one from the Department of Education and Science on the 5-16 curriculum, which was largely based on subject divisions.

The Inspectors specifically warn of the "limitations of a curriculum which is no more than a list of subjects". They say it is too easy to define the content of subjects with "no reference whatever to the learning processes to be used or to what is happening in the rest of the curriculum".

Some pupils may be following courses in several subjects, but "the range of activities they are required to undertake is small, and the curriculum which they actually experience is narrow".

The paper is intended to promote a coherent, broad, balanced and differentiated curriculum for all pupils in all schools.

HMI says that many primary schools will need additional teaching staff, and will have to deploy staff more effectively if they are to make the most of their teachers' specialisms.

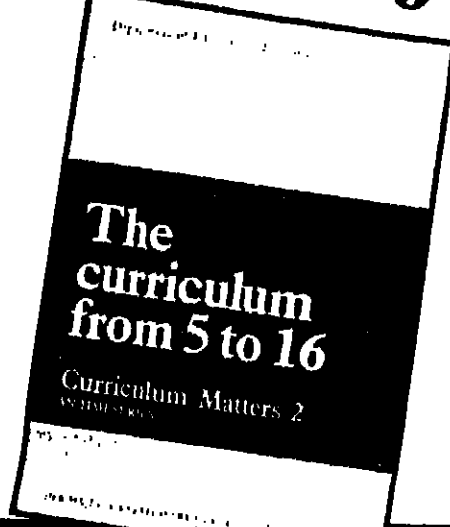
The paper stresses the common ground between the education of 5 and 16-year-olds. It says that the distinctive styles of organization and teaching strategies at different stages have "often been at the root of a disregard of how pupils progress through the system as a whole". Ignorance of children's previous experience can lead to "unprofitable repetition and narrow teaching", which generate disillusionment and boredom for pupils.

The common aims of all schools, from infant to secondary, should be "to develop lively and inquiring minds, give the enjoyment and satisfaction of doing tasks well, offer challenges appropriate to age and aptitude, and encourage the use of the imagination and the powers of reasoning".

The need is for "unity of purpose" throughout the 5-16 age range and for consistency in what is offered to pupils of similar potential and what is expected of them, wherever they live. At present, there is a "wide diversity".

The Inspectors say that at each stage, every component of the curriculum should have breadth, balance and relevance, and make for a progression in pupils' capabilities. The various

An Inspectorate paper on the 5 to 16 curriculum contrasts strongly with the DES line by laying stress on skills, attitudes and areas of learning aimed at promoting a more coherent and broader diet of learning in schools. Virginia Makins reports



curriculum areas should complement and reinforce each other, so that concepts and skills developed in one area can be used in another.

The paper emphasizes that teaching and learning styles strongly influence the curriculum, and cannot be separated from it.

In primary schools, the teacher is well placed to view the work and needs of children across the curriculum, but older children may lose out because their teachers lack expertise in some subjects.

In secondary schools, the subject expertise is there, but it is difficult to interrelate the parts of the curriculum and for any teacher to see the overall needs of a pupil.

HMI Inspectors say that schools must decide how to organize the teaching of the curriculum. Topic work in primaries has several advantages, but may make it difficult to ensure progression for older pupils. It is suggested that some separate subject teaching might help.

In secondaries, subject organization may lead to the neglect of important skills, such as problem-solving, discussion, and those at the interface between areas which fall between the cracks such as environmental and social education.

It is essential that, whatever the subject or area, pupils should learn in a variety of ways. They need firsthand experience and discussion, and experimental and practical work, before they move on to more abstract and theoretical ideas.

The paper discusses the curriculum under nine areas of experience - aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual, technological and four elements of learning - knowledge, concepts, skills and attitudes.

It also identifies issues which must not be left to chance inclusion in the curriculum: environmental studies, health, information technology, politics, economic understanding, and preparation for work and career education.

Schools must promote equal opportunities for girls, and the curriculum in all schools should help pupils understand the culture and viewpoints of ethnic minority groups. Schools with pupils from racial minorities must offer them stimulus and opportunity for success.

The paper goes into some detail about the nine areas of experience, and where they might fit into the curriculum. Often, it suggests how they can contribute across the curriculum, and specific ways in which they can be introduced at the primary and secondary stages.

The aesthetic and creative area takes in arts, crafts, design, some aspects of technology, music, dance, drama, film, television and theatre arts. The Inspectors encourage the experience of making, performing, composing and inventing, which they say will give pupils knowledge, perceptions, and skills which will help prepare them for work and leisure.

In the human and social area, the paper stresses the use of pupils' own experiences as a starting point. It says that an important objective is to equip children to be objective and critical in their handling of a wide variety of source materials: "How one learns is as important as what one learns."

The linguistic and literary area emphasises the importance of discussion and talk. HM Inspectorate says that all teachers must be aware of the difficulties caused by technical subject vocabulary and encourage children to explore ideas in their own words. It advocates the use of literature to enrich many subject areas.

The paper is critical of mathematical teaching in secondary schools which often emphasizes procedures "at the expense of pupils' involvement and understanding". In contrast with primary children's "enjoyment and excitement in mathematical work".

It divides the physical area into three parts: traditional physical education and dance; the development of manipulative and major skills; and knowledge about how the human body works and how to keep healthy.

The scientific area, involving understanding of the world and development of skills in scientific inquiry can also be taken on across the curriculum. The emphasis should be on tackling real problems, and designing practical investigations.

The document says that study of the impact of technology on society is no substitute for active involvement in the

process itself, and all pupils should be involved at all stages of technology design and problem-solving.

The spiritual area has to be more than religious education, though an important part. Schools must make sure they tackle the moral deliberately, and do not simply assume that it is implicit in other work and the general life of the school.

The Inspectors suggest that the elements of learning should be regarded as a separate "checkbox" affecting all the curriculum areas.

Many syllabuses are "overloaded with factual content", and need to be highly selective in deciding what knowledge is taught. It should be a necessary ingredient of an area of experience, or make a real contribution to the growth of skills, concepts and attitudes.

Important concepts, such as energy or change, should be identified and taught at various levels in several curriculum areas.

The Inspectorate groups skills in eight categories: communication, problem-solving, observation, practical, study, creative and imaginative, personal and social, and music skills.

Schools need to pay attention to the type and range of classroom activities needed to promote these skills. Desirable attitudes can be encouraged both in the formal curriculum and the general social life of the school.

The curriculum as a whole must be broad, balanced and relevant. It should maintain contact with all areas of experience up to the age of 16. There must be a balance in variety of teaching and learning methods and the curriculum must be seen by pupils to meet their present and prospective needs.

Assessment must be in terms of clear identification of what pupils experience and what content, concepts, skills and attitudes they are expected to acquire.

The curriculum paper is intended to be read alongside other papers covering specific subjects. The English paper came out last year, and others will follow. Comments are invited and should be sent to Staff Inspector (Curriculum), Department of Education and Science, Elizabeth House, York Road, London SE1 7PH by 31.3.

The curriculum from 5 to 16, HMSO £2.

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'Drug misuse: A basic briefing' is a factual guide for professionals and parents.

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And 'What every parent should know about drugs' gives basic facts on drugs and drug taking.

Naturally, we don't believe that all this will make the heroin problem disappear overnight.

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Name

Address

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PAT is a certificated trade union with a seat on the Burnham Committee, the statutory body for negotiating teachers' salaries.

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99 Friar Gate
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Sir Keith moves quickly to kill key Swann recommendations

by Diane Spencer

The Government rejected four key recommendations of the Swann report about the education of ethnic minorities on the day of its publication.

Sir Keith Joseph, Education Secretary, lost no time in telling the House of Commons he had no intention of changing the statutory requirement for daily collective worship and religious education in maintained schools. The Government would not call into question the present dual system of county and voluntary schools, change the policy on mandatory awards, nor would it amend Section 11 of the 1966 Local Government Act.

He outlined policies to improve the education of ethnic minorities. The Government accepted the committee's findings that many were not achieving their full potential.

● The drive to improve standards would benefit all pupils.

● Obstacles to opportunity such as promoting good practice in teaching English as a second language were being tackled.

● Schools should "preserve and transmit" our national values in a way which accepts Britain's ethnic diversity and promotes tolerance and racial harmony.

● Wherever a school had ethnic minority pupils, the curriculum should "promote understanding and respect" among all pupils for different ethnic groups which contribute to our national life. These policy lines were supported by a number of measures, Sir Keith said.

The new criteria for initial teacher training and GCSE exams had taken account of society's ethnic diversity and would be incorporated in the objectives of relevant subject areas of the curriculum now being formulated in co-operation with the education service.

He would propose to the local authority associations that from 1986-87 the in-service training grant scheme should include training dealing with the need to respond to ethnic diversity.

He hoped that consultations for providing ethnically based statistics would soon be concluded so that local authorities could operate acceptable schemes which respected confidentiality.

The Government accepted the recommendation that more teachers from minority groups should be recruited. Sir Keith said he would consult the education service and ethnic minorities on how this could be achieved.

"As there was a need for more hard information about the effect on achievement of factors in and out of school, Sir Keith said he intended to commission research on this with ethnic minority pupils as one part of such a study.

He promised Mr Clement Freud, Liberal spokesman on education, that he would follow the report's suggestion that probationary teachers should spend a period in schools with ethnic minority children. Labour's education spokesman, Mr Giles Radice accused

Sir Keith of paying lip-service to the principle of the report but of not being prepared to provide resources to implement it.

The report has received a generally favourable response from educationists and teacher unions. The National Union of Teachers welcomed the "important report" and hoped the Government would act on it, especially in the "vital area of teacher training".

The second largest union, the National Association of Schoolmasters/Union of Women Teachers, approved of its "balanced approach" compared with the interim report which accused some teachers of being racist. But if the report were implemented, the Government and education authorities must provide additional staffing and resources.

The National Association of Head Teachers agreed with the emphasis on "education for all", but said the report "suffers from a serious inability to recognize that attitudes must change, not only amongst the white majority, but also a significant section of the ethnic minorities".

The leading black teachers' organization, the Caribbean Teachers' Association, said the report pointed the finger at both the racism and the social and economic disadvantages caused by racial discrimination facing black people in our society. But the CTA regretted Lord Swann's failure to reflect this fundamental conclusion in his personal summary of the report.

NEWS

EOC urges school governors to push for sexual equality

by Adriana Caudrey

School governors are being urged to help stamp out practices which teach "girls to be girls and boys to be boys", to the detriment of their career prospects and development.

The appeal has been issued by the Equal Opportunities Commission in its first publication aimed specifically at governors. It calls on them to push for policies which go further than merely obeying the letter of the law on sex equality.

The booklet, *Equal Opportunities and the School Governor*, recommends that one governor on each board should have special responsibility for ensuring equal rights for pupils and teachers of both sexes, and that a working party of governors, teachers, parents, and i.e.s. officers should be set up at each school, to formulate a policy on the matter.

The TES reported four months ago that this document was on the way, and anticipated many of its proposals.

The EOC decided there was an urgent need to draw up guidelines for

school governors after conducting an investigation into the appointment and promotion of staff at the Sidney Stringer School and Community College, in Coventry.

The study revealed that the governors had not always played their full part in these procedures, and the EOC concluded that this problem must be widespread.

The new guidelines are timely because there will be a big influx of new school governors in September, by which time every school will be required to have its own governing body, as laid down in the Education Act 1980. Previously some schools have shared governing bodies.

The booklet calls on governors to:

- place equal opportunities on their agenda meetings;
- obtain statistics on the numbers of girls and boys studying different subjects, and their examination successes;
- examine teaching materials to ensure they are not sexist;
- get reports from teachers stating how different departments and individuals are tackling equal opportunities;
- look out for any inequality in spending, on either sex;
- examine career guidance counselling; and
- deal with any complaints of sexual harassment by pupils or staff.

Governors are urged to be vigilant in their pursuit of equality in schools. They are reminded of their legal duty in relation to teacher employment, and are advised to play a part in all stages of the staff selection procedure.

Equal Opportunities and the School Governor is available free, from the Publicity Section, EOC, Overseas House, Quay Street, Manchester M3 3HN.



East End chessmate: Steven Woodford, captain of the Tower Hamlets under-nine chess team, re-checks his winning move after a five-hour long battle in the Teachers' Assurance under nine championship. The team, from Cyril Jackson junior mixed infants, won the recent Southern Area finals in South Staffordshire. Finals of the competition take place in North Hykeham, Lincoln, on April 27 when the East Enders will take on the cream of northern chess-playing youth.

London spends most

Spending on education has risen by more than 10 per cent over the past four years, according to a new survey, with London Education authorities getting the lion's share.

The survey in *Public Money* journal is based on volume instead of cash terms and is claimed to be a more accurate record of local government spending. It is also adjusted for population changes.

It claims that while spending on all council services has risen by 2 per cent since 1981-82, that on education has gone up by 1 per cent.

In London, where the population

has fallen, education spending has risen by nearly 3 per cent over the four years. In other metropolitan areas spending has risen by 0.9 per cent but in the shire counties, the survey claims, it has actually fallen by a fraction.

The i.e.s. showing the highest percentage increase is Labour-controlled Northumberland (13.8 per cent over four years), followed by Conservative-led Bradford (11 per cent). Richmond-on-Thames achieved the greatest reduction (7.8 per cent).

Public Money, Vol 4, No 4, March 1985.

Dissection claim denied

by Susannah Kirkman

Reports that Sir Keith Joseph had personally intervened in support of dissection in the A level biology syllabus have been denied by exam board officials.

This follows an article in *New Scientist* magazine which claimed that the Education Secretary had put pressure on the GCE boards to make a compulsory part of biology.

Biologists and animal welfare groups suspect that Sir Keith is biding his time, waiting for the HM Inspectorate's insistence on this.

But despite the denials, GCE board secretaries have recently been named to the DES and asked to rewrite their forthcoming policy statement on dissection to make it palatable.

A level biology must include the study of live or recently living organisms. Some of the boards resist the DES interference, as they had planned to delete compulsory dissection from A level syllabuses. Others share the Inspectorate's concern that animal rights groups should not be allowed to threaten individual boards or schools who wish to offer dissection as a valuable scientific experience.

Allowing pupils to examine the insides of animals and plants at first hand cannot be substituted, according to Mrs Angela Dixon, vice-chairman of the Association for Science Education and a lecturer in science education at Bristol University.

However, Mrs Dixon thinks it is to individual teachers to decide "making dissection compulsory" is telling English teachers that they are to teach *Hamlet* as part of A level.

The ASE and the Universities Federation for Animal Welfare have produced a policy statement which advises science teachers to "consider sympathetically the feelings of staff and pupils who do not wish to undertake dissection."

Penalizing students who did not wish to dissect animals because they had thought carefully about the issues would be very wrong, according to Miss Cindy Millburn, the RSPCA's Education Officer. Miss Millburn denied that there was any educational justification for including dissection in an A level exam.

MSC failing to check agents' financial status

Millions of pounds are being handed over by the Manpower Services Commission to companies offering places in the Youth Training scheme without any routine checks on their financial standing. Some firms have gone out of business leaving trainees adrift as well as putting the Commission out of pocket.

Firms accepted as managing agents for the scheme - there are nearly 4,000 - are paid £100 a year in advance for every place they contract to provide. One computer agency managing places for around 1,000 trainees in London and other towns collapsed recently, owing some of the trainees their allowances and leaving the commission with the task of finding them places with other firms.

In the business world, it is the accepted practice to establish the financial status of a firm before handing over any money in advance or entering into a contract for the supply of goods or services. But the Commission expects its officials to carry out checks only if they have doubts about a firm's standing.

Guidelines to area offices which give detailed advice on how to make such

checks imply that a firm should not even be asked for references unless there are fears about its integrity.

The guidelines state: "In the majority of cases no doubt will arise. This guidance only applies to the few cases where there is cause for concern... as this is a very sensitive area, the utmost tact and discretion should be exercised when seeking information or assurances."

"A genuine sponsor may be justifi-

Edited by
Mark Jackson

ably annoyed by insinuations of unsound financial status. This could result in a worthwhile training opportunity being lost and could reflect badly on MSC."

The level of advice in the guidelines casts interesting light on the MSC's pretensions to management expertise. It implies that the local managers do not know the first thing about the practicalities of business. "A bankers reference... may be no more than a statement that the organization is a customer but the

fact that the bank acknowledges this can usually be taken as an encouraging sign", managers are told.

A London Chamber of Commerce official was surprised to learn of the MSC's hesitancy. "Anyone in business accepts that his organization's creditworthiness may be investigated when he is entering into a contract involving a financial relationship," he said. "It is usually done through the banks or the reputable agencies which exist for this purpose."

An MSC spokesman pointed out that the majority of managing agents were large companies whose standing was self-evident to local managers and area boards. He could not say how many managing agents had defaulted on their contracts because there was no central list.

Mr Wilson Longden, the Manpower Services Commissioner representing the education service, is to press for proper checks on all new agents. "It is not good enough to say that the majority turn out to be sound. One firm mistakenly accepted because it was not checked is one too many", he said.



One of the firms which collapsed was a computer agency with 1,000 trainees on its books.

Two-year YTS threatened by training costs discovery

Government hopes of establishing the two-year version of the Youth Training scheme announced in the Budget speech may be seriously affected by new information obtained by the Manpower Services Commission. It suggests that many employers are already having to subsidize the training of youngsters under the existing scheme.

The Government's plans envisage much less generous public grants to employers for the proposed second year, which makes the MSC's discovery highly sensitive. The actual figures for the cost to employers of the training obtained in the first major survey of the way the scheme is working out for firms and for trainees, are being kept secret "for further analysis."

But the figures have been supplied to the TUC, which is arguing that they may not make enough allowance for the value of the work done by the trainees. MSC officials are going over the calculations with union and CBI representatives.

The argument is of crucial importance because the Government's whole justification for offering employers a lower grant for the second year of training is its assumption that the trainees will make a big contribution to output.

The survey, carried out last summer, involved nearly 1,000 firms and other organizations managing trainees or providing work experience. It found that:

- A significant proportion of the providers were spending more on pay and training costs than the Government grant.
- More than one in six of the trainees had their pay topped up above the £25 a week standard YTS allowance, with those starting an apprenticeship under the scheme receiving an average of £41 a week. Just under a third of the YTs



As the Government unveils its plans to extend the YTS the MSC has learned new and potentially embarrassing facts about the scheme

apprentices earned £50 or more.

- On average, managing agents had 15 staff involved in managing or administering the scheme for every 100 youngsters they trained, most of them working part-time and the equivalent of eight full-time employees.
- Nearly a quarter of the trainees are occupying jobs for young people which employers are now filling under the scheme. Seven per cent have been taken on in preference to older workers.
- Eighteen per cent of Mode A youngsters are recruited as apprentices or long-term trainees.
- One in three Mode A trainees spend 15 weeks or more on off-the-job training, while apprentices average 32 weeks. In Mode B (college-based), over half the sponsors provide at least 17 weeks of such training, while ITECs provide an average of 21 weeks.

Exclusion of girls causes alarm

by Adriana Caudrey

Only one girl for every five boys is currently taking a Youth Training Scheme place at an information technology centre, according to the Government-based Further Education Unit.

In its latest policy statement, the unit describes this imbalance as the most alarming fact to emerge from the YTS statistics because the new technology was thought to hold great potential for transforming the working lives of women.

The statement reports that female trainees were under-represented in the range of opportunities available.

The proposal for school visits came from the Electrical, Electronic Telecommunications and Plumbing Union, which suggested that the TUC women's advisory committee should compile a list of lay and full-time women 'trade unionists' prepared to talk not only about career opportuni-

ties but the role of trade unions. Delegates backed moves to continue the WISE girls taking up science and engineering careers. Concern was also expressed at the low level of allowance paid to Youth Training Scheme trainees and the closure of skills centres was condemned.

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MEXICAN NOTEBOOK

Redefining cosmic vision, down Mexico way

First stop Dallas for an overnight stay at a Holiday Inn on the airport perimeter. Turn on the television - what comes up? One of the episodes of the great soap opera withheld from the British public by BBC pique. Things have moved on space, I can tell you. By the way, the pound-dollar is as painful as you might expect.

On to Guadalajara, second city of Mexico, where the Autonomous University is hosting a conference on Communications and Education organized jointly with a North American foundation, the International Council for Educational Development.

The meetings are to be held at a sumptuous conference centre-cum-hotel at Ajijic on the shores of Mexico's largest lake, Lake Chapala. The setting is a strange mixture of luxury and poverty - luxury in the Danse del Sol, the apartment-hotel, and the retirement homes built by expatriate North Americans along the lake, and poverty in the little town with miserable housing and destitution, relieved only by a fairly flourishing trade in knock-knacks, gewgaws and shapeless, but undoubtedly ethnic, garments. The sun shines benignly, but with a gentle breeze off the placid lake, the far shore rimmed with hills.

What sort of a conference? An interesting mixture (from my point of view, anyway). Most of the 40-odd participants come from four Latin American countries - Mexico, Brazil, Venezuela, Colombia - but a dozen of us have been imported from the United States, France and Britain. This meeting is one of a series held annually over the past seven or eight years, aimed at encouraging a dialogue between north and south in this part of the globe. (NB: Will someone ban the use of dialogue as a verb which now seems to have become standard in these parts?)

Courses

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For full details of the syllabus and registration application contact Ann Smiley, Administrator.

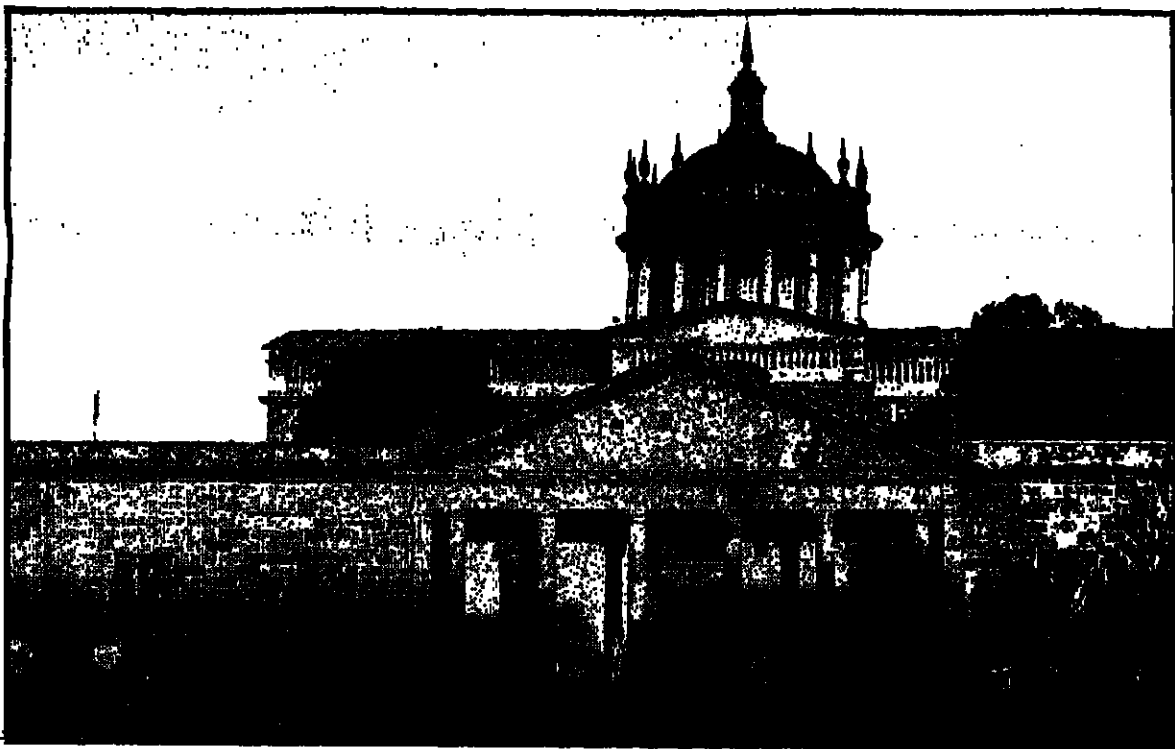
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For free booklet write stating name and address to: Mrs. G. R. GPR

In the first of a two-part report on a recent trip to Mexico and Puerto Rico Stuart MacLure describes some first impressions of the Latin American culture shock



There are obviously tensions. The *Gringos* enjoy a love-hate relationship with educated Latin Americans (a fair sprinkling of whom have studied in the States). The Americans try not to patronize; the Latins try not to be touchy. For most of the time they are successful, but if I were a Latin American at one of these jamborees, I should find it difficult not to be prickly.

There are added complications. One of them concerns time. American time is relatively punctual: if something is due to start at 9 a.m., that's when the pistol goes and things begin. This is not the way things are in Mexico, where 9 a.m. would mean "9 for 9.30" with the expectation of a start around 9.45 if you are lucky. Northern Europeans tend to share the North Americans' notions of punctuality: those who are accustomed to Mediterranean cultures are more likely to invoke the "academic quarter" by which a delay of at least 15 minutes is regarded as normal.

This is only part of the cultural adjustment which a meeting of this kind requires - and I for one regard the experience of culture shock as one of the most valuable aspects of international exchanges of this kind. (And it has to be "adjustment" rather than confrontation if it is to be at all fruitful - even if this does leave the chairman, who happened to be a distinguished North American, Dr James Perkins, fighting what sometimes seemed to be a lone battle for business-like time-keeping.)

There are also the more profound cultural differences which are brought out in the use of language. Translation - even the heroic efforts at simultaneous translation by our Señor Fernández - adds a further dimension of unreality to the already formidable difference between the mode of expression chosen by the visitors from the United States and Europe, and the participants from Latin America.

If I were tempted (as indeed I am) to one of those cardboard generalizations which once people used to attribute to national character but are now more acceptably hitched to deep-seated cultural traits, I should observe that the Latin Americans seem to have a marked tendency to speak in abstractions and high-flown generalities, and avoid the pragmatism and the practical examples which lace contributions from - say - the North Americans. One of our number, Señor Ramon Zubizar, a Colombian writer, humanist, ambassador and former rector of the University of the Andes at Bogotá - a man of great distinction and diverse talents - acknowledged this with roll-in and quotations from García Lorca about his people's propensity for ideas but not ideas for passion rather than intellect. (Señor Zubizar is a man of parts which include writing and performing, stylish, sentimental songs as well as appearing frequently



Guadalajara is Mexico's second city. Below: Lake Chapala

on cultural television programmes).

So to the conference: Communication is a word which means all things to all men. What this time? The themes spread outward from the first session which related generally to the communications between scholars (interpreted broadly as the educational community) and the world at large, mediated by press and television.

From this it was a short step to specific questions of distance learning by radio and television (another British participant was Lord Perry, the former vice-chancellor of the OU); to the

communication links between researchers and practitioners; to the training of people for the media and the communications industry; and to the questions which arise from attempts to communicate across frontiers, language barriers and cultural divisions.

One thing which came home to me was the apparently universal consensus among the Latin Americans that the press and television had to be expected to recognize responsibilities of an educational nature. "No information without formation" was how one Venezuelan television executive put it. Fred Hechinger of *The New York Times*, whose weekly educational column is required reading for American educators, and I found ourselves expounding the philosophy of a free press (meaning a press dependent on the freedom of the market place) and the freedom of the reader (and viewer) to stop reading or to switch off if the journalist or television producer failed to catch and hold attention.

The arguments were not new (nor are they confined to the Third World), but it is easy to see how well-meaning people slip into an easy assumption that the press should be regulated, and how quickly such regulation becomes a duty of government and, therefore, politicized.

And, of course, newspapers should have larger aims than unbridled competition for circulation, and their impact is bound to be educational in the broadest, least formal, sense of the

word. This has been far more easily recognized within the regulated world of radio and television than by newspapers where the objections to external interferences are much stronger. It struck me when the Latin Americans were talking about the cultural responsibilities of television that their concept was not all that far removed from that which the tortured Puritan conscience of John Reith imposed on the BBC. It would have been quite impossible to legislate for Reith's BBC in the 1920s, yet everyone outside Britain today would say we have reason to be profoundly thankful for the stamp which he put on British broadcasting in those formative days. (And, of course, mention of the BBC at a conference like the one at Ajijic and everyone, from north and south alike says "yes" of course, we cannot hope to have anything as good as the BBC... while nearer home, Mrs Thatcher and her chums have already begun to plot the downfall of the Corporation, if not this time, next time round.)

With this high view of the educational functions of the mass media, the Latin Americans saw the education of journalists as a particularly pressing need. Again there was a tendency towards a high-mindedness which made Fred Hechinger and me a bit uncomfortable. Dr Luis Perez of the Autonomous University of Cali, Colombia, spoke at length about a new course his university is introducing which made a thorough grounding in ethics a central requirement. And why not, you may ask?

As it came over the earphones in translation, it became a matter of giving every journalist a "redefined cosmic vision". I have to confess this seemed to me a pretty disastrous basis for a career as a reporter of hard news, but as I have said, the discussions were often marked by a high moral tone and a preference for discussing the world as it should be, rather than as it is.

Discussions like these seldom arrive at any startling conclusions - though each participant is bound to reach his own. In the luxurious setting of the Danse del Sol, it was easy to forget the poverty and the educational deprivation which formed the background to so much of the discussion - Brazil with its 30 million illiterates, its seven million children of school age who were not in school; Mexico with its population explosion and weight of international debt; the dependence of the whole sub-continent on economic forces outside its control; the cultural legacy of the Indian, Spanish and Portuguese past, so rich, so present, and the horrors of a history much of which consists of conquest and cruelty, revolution and instability and poverty, corruption and exploitation.

Faced with this, the visitor from Europe is acutely conscious of his own ignorance and doubtful whether lessons from his side of the Atlantic (or from the North for that matter) are relevant. But at least as a piece of adult education for him, a conference like this is a great experience.

Courses

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OVERSEAS

School principals want ban on South Africa rugby tour

NEW ZEALAND

Lessons have been learned from 1981, reports Terry Power

Two groups of New Zealand secondary school principals have advised against the nation's All Blacks rugby union team undertaking their proposed forthcoming tour to South Africa for fear of divisions in their schools.

The plea, from associations in Auckland and Canterbury, comes as public debate over the advisability of the trip to the home of apartheid heats up. One of the main functions of the groups is to administer inter-school sports competitions. The Auckland statement to the New Zealand Rugby Football Union was made by Jack Kelly, a former All Blacks full-back and the association president and principal of Takapuna Grammar School. In another move, six staff at Te Aute College in Hawkes Bay are surveying opinion of secondary teachers nationally about the tour to play the Springboks.

Rugby union has traditionally been

match venues. Another less sensational but effective form of protest was adopted in numerous schools, when many teachers suspended their services as coaches, and some schools withdrew their rugby teams from inter-school competitions in mid-eastern New Zealand. The biggest in the country, and the neighbouring North Harbour Union have come out publicly against the tour. They cite "rugby reasons", such as youngsters and coaches losing interest in the sport if it becomes the focus of violent demonstrations.

The latest public opinion poll shows a slight majority in favour of the tour, with the "don't knows" holding the balance. The Government opposes the tour, but says it will not prevent it. Prime Minister David Lange is to meet the Rugby Union Council before it makes a final decision.

Novices who come with success guaranteed

UNITED STATES

The advertisements may not appear in quite the "For hire, one teacher. Low blackboard mileage. Guaranteed against sloppy performance for two years" format, but they certainly embody the type of spirit now emanating from some US teacher training colleges.

They are prepared, quite literally, to warranty the performance of their graduates - and sign a contract with the employer that says so. The idea originated four years ago at Doane College in Crete, Nebraska - a private liberal arts college with 650 students and only 45 teacher graduates a year. Once the student finds a job, the college signs a 12-month agreement with the school authorities pledging that, if weaknesses are found in the teacher's ability, Doane will provide the in-service training necessary to solve the problem.

And it goes further - each fledgling teacher is assigned a member of the Doane faculty, who visits them twice at the school during the first nine weeks of teaching. The college pays for the costs of a substitute teacher, so that an experienced member of the school staff can spend time with the beginner.

Richard Dudley, dean of Doane's education school, claims that the warranty idea is a way to communicate to the novice teacher and the local education agency the sense of responsibility which the college has to the education profession and its graduates.

Students get a guarantee, too - the promise of a job. If graduates cannot find teaching work, they may return to Doane for an extra year of coursework free of charge.

But is the guarantee plan just a gimmick to attract students? Dudley denies the charge. He says "If any part of our warranty is gimmicky, it's the promise of the job," adding that many of the parents paying large tuition fees at the college are attracted by that undertaking.

Doane is certainly not cheap - the total cost of a four-year course there is around \$27,000.

The scheme is catching on. Oregon State University is now guaranteeing its graduates for one year, while the University of Northern Colorado - a public institution where the total fees are about \$21,600 - is offering two years of free in-service training for teacher students who are not performing up to the standards of their school district employers.

BILL NORRIS

Kohl coalition gives high flyers chance to take off

GERMANY

The Bonn Government denies charges that plans to help the brightest children are elitist, reports Paul Bendelow

Chancellor Kohl's centre-right administration has launched a programme of measures aimed to improve the lot of West Germany's most able children, in line with its high-powered, achievement-orientated image.

The Federal Education Minister, Dr Dorothee Wilms, has announced increased expenditure on competition and scholarships for gifted pupils and is boosting research into detection, assessment and promotion of exceptional ability.

Firmly rejecting accusations of elitist policies, Dr Wilms believes that "equality of opportunity requires a differentiated fostering of abilities", with education tailored to the individual's potential.

For too long, she claims, gifted children have been neglected on the assumption that they will find their own way without special help. Dr Wilms says that international experience has shown this to be false, and West Germany will in future follow "the advancement of high achievement practised in all industrial countries", specifically citing current efforts to promote high flyers in social-law-governed France.

But West Germany's opposition SPD sees Bonn's focus on high ability as a disguised attempt to restore the traditional divisions in society. Herr Juergen Glebel of the party's executive describes "the Minister's statements as 'a verbal facade covering naked ideology' which aimed to provide 'a narrower' education for broad sectors of the school population and a 'broad' education for narrow sectors".

Hamburg's SPD education senator, Herr Jost Grolle, claimed it was "socially and politically wrong" to foster elites who often came from already privileged backgrounds.

The latest moves continue an initiative launched in December 1983 by the Liberal leader, Herr Hans-Dietrich Genscher, in his controversial call for private universities and research institutes to establish an elite of high flyers.

In December last year, Herr Genscher, together with the Parliamentary State Secretary at the Federal Education Ministry, Herr Anton Pfeiffer, spoke in favour of a private Institute for Information Technology being set up in West Berlin to promote top-quality research and training for high ability students.

In the state sector too, the Government is anxious to improve the opportunities for high achievement. In January, under the direction of the Federal

Society for the Advancement of Scientific Research, the Federal Ministry initiated a new post-doctoral programme costing £1.5 million this year and rising to £3.9 million annually from 1986 in a bid to promote the new generation of scientists.

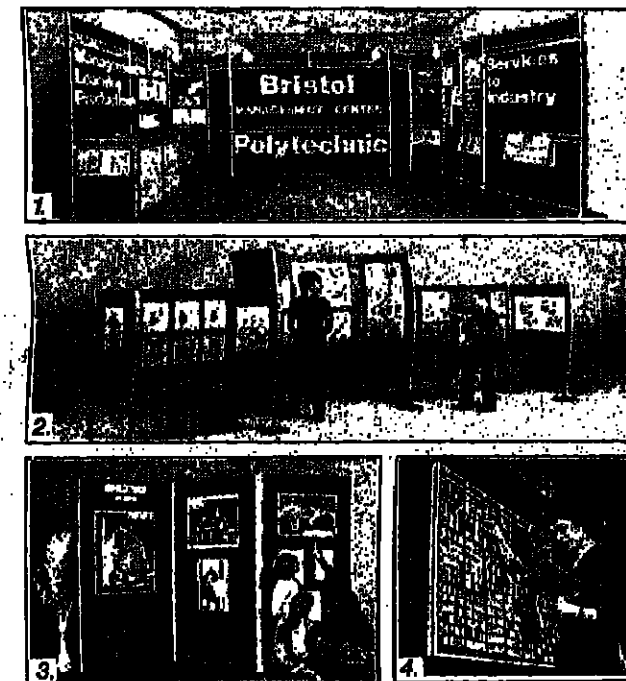
In its influence on schools policy, the Ministry is restricted by the Federal distribution of responsibility, but Dr Wilms is exerting her authority to focus attention in the desired direction. She has assumed the chair this year of the Board of Trustees of the newly-formed Association for Education and High Ability, whose national academic competitions are to be partly financed by the Ministry.

She is also expecting important initiatives to result from the sixth world conference on gifted children to be held at Hamburg in August under the Ministry's sponsorship. And she intends to make generally available the experience gained from a Hamburg University project involving children of exceptional ability in mathematics. One of the project workers, Herr Harald Wagner, has described West Germany as "an underdeveloped country in terms of research into the exceptionally gifted".

At the moment, special advancement for exceptionally gifted pupils in West German schools is largely limited to the possibility of jumping one school year or to extra-school activities. A small minority of the most able children attend the Christophorus School in Brunswick - a private boarding school currently undergoing a special curriculum project.

These measures, according to Wilms, do not represent a national incentive to achievement. She said last month: "Because of its exposed position in competition for world markets, West Germany is dependent on high performance of the most varied kind. The trust of current Government efforts was to ensure that the education system reflected its emphases to meet this challenge."

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LETTERS

How exam tables mislead

Sir - The *Fifteen Thousand Hours* research showed that intake had to be taken into account in the judgment of an individual school's examination results. A recently published DES statistical bulletin (13/84) makes the same point about local education authorities. In both cases, unless differences in intake are dealt with, the results will say more about the social background of candidates than the effectiveness of education.

The crude league table of the percentage with five or more higher grades at O level or CSE, based on a parliamentary answer, illustrates just this point (TES, March 1), the London suburbs and the home counties are at the top; inner urban authorities are at the bottom.

For those readers interested in effective education a different - and more interesting - league can be generated from the DES bulletin. This "effective i.e.a. league" is based on the difference between the results obtained and those predicted according to the intake. Both leagues are printed right.

The rank position of i.e.a.s on the two lists is interesting: while Harrow and Barnet remain high in the league, many others - and especially those with population drawn from inner urban areas - have moved up.

Dr PETER MORTIMORE
Director of Research and Statistics.
ILEA

Silly figures

Sir - I write to put the record straight on your figures in the article "Harrow and Barnet top GCE league tables" for the percentage of pupils with five or more higher grade passes at O level or CSE (Grade 1).

The Isles of Scilly education authority has just one secondary school for which it is responsible, and the percentage passes for the period quoted are, therefore, based on the results obtained by the "Isles of Scilly School"

	Difference between average and predicted	Crude i.e.a. league	Effective i.e.a. league		Difference between average and predicted	Crude i.e.a. league	Effective i.e.a. league
HARROW	4.2	1	1	NOTTINGHAMSHIRE	-0.2	72	30
CLEVELAND	4.1	2	2	TAMESIDE	-0.3	71	30
MANCHESTER	3.7	37	3	WIRRAL	-0.3	71	31
CONVENTRY	3.7	37	3	WILTSHIRE	-0.3	70	31
SUTTON	3.7	3	5	SYSTON	-0.4	70	32
CULHAM	3.6	4	6	DUBLIN	-0.4	70	32
WILKES	3.6	5	7	EALING	-0.5	68	33
BURNLEY	2.9	7	7	SUNDERLAND	-0.5	68	33
BARNET	2.3	2	9	BOLTON	-0.7	43	27
WOLVERHAMPTON	2.3	2	9	SUFFOLK	-0.7	60	30
NORTHAMPTON	2.4	25	16	WILTSHIRE	-0.8	66	31
WOLVERHAMPTON	2.4	25	16	WOLVERHAMPTON	-0.9	60	30
DEWEN	2.5	13	13	DEWEN	-1.0	60	30
CORNWALL	2.2	29	14	KINGSTON-U-THAMES	-1.0	6	63
WILTSHIRE	2.2	29	14	BIRMINGHAM	-1.1	61	31
BRADFORD	1.9	70	16	SALFORD	-1.1	84	84
LEEDS	1.8	52	17	TRAFFORD	-1.1	22	65
CROYDON	1.8	52	17	BARNING	-1.2	26	65
ST HELENS	1.3	31	19	RICHMOND-U-THAMES	-1.2	12	67
WILTSHIRE	1.3	31	19	ROCKDALE	-1.2	48	48
OXFORDSHIRE	1.6	17	21	BRISTOL	-1.4	48	68
LIVERPOOL	1.6	17	21	SUNDERLAND	-1.4	68	68
CALDERDALE	1.3	34	23	GATESHEAD	-1.5	41	71
LOICESTERSHIRE	1.3	34	23	STAFFORDSHIRE	-1.5	41	71
WILTSHIRE	1.3	34	23	WALSLEY	-1.6	67	72
HAVERING	1.2	10	28	LINCOLNSHIRE	-1.6	71	71
WILTSHIRE	1.2	10	28	REDBRIDGE	-1.7	61	72
WIGAN	1.1	47	28	SOULHILL	-1.8	76	76
CROYDON	1.1	47	28	CHESTER	-1.8	31	77
WIMBORNE	1.0	41	30	ISLE OF WIGHT	-1.7	66	76
BIRMINGHAM	0.9	33	33	SHROPSHIRE	-1.7	66	76
BUCKINGHAM	0.9	4	32	SOMERSET	-1.8	60	80
HAMPSHIRE	0.9	33	33	NEWCASTLE-U-TYNE	-1.8	63	81
BERKSHIRE	0.6	34	34	WARRINGTON	-1.9	63	81
DUDLEY	0.6	34	34	AVON	-1.9	48	83
WILTSHIRE	0.6	34	34	SARUM	-1.9	48	83
NOTTINGHAM	0.5	78	35	HEREFORD & WORCS	-2.0	40	83
GLoucester	0.4	81	39	WALTHAM FOREST	-2.0	40	83
GLoucester	0.4	81	39	KNOWSLEY	-2.1	93	87
GLoucestershire	0.4	14	40	HANDICAP	-2.0	90	88
GLoucestershire	0.4	14	40	HULLINGDON	-2.1	90	88
KENT	0.3	24	42	NORTHAMPTONSHIRE	-2.1	75	90
WILTSHIRE	0.3	24	42	SANDWICH	-2.2	94	91
BARNLEY	0.2	89	44	STOCKPORT	-2.2	11	92
WILTSHIRE	0.2	89	44	OLDFIELD	-2.3	94	94
WILTSHIRE	0.2	89	44	BERKSHIRE	-2.0	27	94
LANCASHIRE	-0.1	35	47	BROMLEY	-2.4	99	99
NEWCASTLE	-0.1	35	47	WARRINGTON	-2.4	99	99

during this period.

In 1981, 16 children (out of a year group of 31) obtained these higher grades. In 1982, 10 children (from a year group of 22) obtained the higher grades and in 1983, 9 children (from a year group of 26) obtained the higher grades. This means that over the 3 years quoted a total of 35 pupils from 79 obtained the higher grades, giving an average of 44.3 per cent - more than double the average quoted in your league table and a clear winner by some 7 per cent.

Perhaps you could check your figures.
R J SPOWART
Headmaster
The Isles of Scilly School

These league tables, reprinted from *Harrow and Barnet*, are based on the Department of Education's annual survey of 10 per cent of school-leavers. The DES points out that, as the information is sample-based, there will be errors where the samples are small - which they certainly are in the case of the Isles of Scilly - Editor.

OU cuts damage

Sir - Your comment that "the effects of Government stinginess have not been as bad at the OU" (TES, March 8) is bending over backwards to be fair to the Government. The course that I teach cannot be renewed or revised; tutorial contact has been cut, and whereas up till now four out of five assignments were required, this year only three out of four are. I consider this last cut particularly damaging.

Nor was there much danger of the Open University becoming complacent following its initial success, had no economic cuts been made. We cater for adults, many ambitious and successful, paying their own fees, who will not tolerate poor standards as (in my experience) students straight out of school will. Also the teaching material produced by members of the university is available to other professionals in other universities. Such exposure of one's work to colleagues is not demanded of other university tutors - and of course, only the best survives.

NIRAVA KAVYA
Charnwood House
112 Dalby Road
Milton Keynes

Wrong divide

Sir - In "Second Opinion" (TES, March 8), Mr Neville Palmer writing about MSC funding says: "Above all, it has induced me to think business as well as academic and concentrated my mind on accountability. This is where lies the problem."

He continues: "If this figure is only one tenth of the £150 million allocated (and I suspect it will be much more) the schools will buy £150,000 of equipment."

One tenth of £150 million is £15 million and not £150,000. This is where lies the problem.

Dr N. KRISHNAN
Milton Keynes College
Milton Keynes

Letters for publication should be sent as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend letters.

Industrial links

Sir - Clearly I need to be careful in any criticism of a document that I have not yet been able to read in full. Yet "The anti-industry attitude in education", summarized in Mike Durham's article (TES, March 8), seems to invite some response from a professional association representing careers and guidance teachers.

The majority of careers and guidance teachers are certainly not biased against jobs in industry. They are biased against poor working conditions, low pay and jobs with inadequate training - all of which are met by many of their students on transition into industry.

However, most careers and guidance teachers are involved with industrialists and other representatives from the world of work who are doing an outstanding job - both in the shared task of preparing young people for such transition and, later, as employers and trainers of those young people. We certainly welcome the document's apparent call for a greater emphasis on careers teaching and closer links with industry.

Where the interface between education and industry is not as good as it should be, I believe that the task is one of identifying and extending the good practice that already exists.

Work experience that relates to the overall curricular experience of the student, the teaching of the basic skills needed in most forms of work providing opportunities for students to meet



and talk with young, successful industrialists, teaching for "industrial awareness" and an understanding of the role of wealth creation, and a contribution by employers to the curriculum offered by schools and colleges are some of the ingredients that we should be looking for.

Our hope is that the impetus of Lord Young's recent speech to the Society of Education Officers, of the Industry Year 1986 initiative from the RSA - and of this Conservative Party document - will be channelled to encourage the efforts of both industrialists (in the broadest sense) and teachers to improve mutual understanding and, through that, provide a better future for the many thousands of young people who will continue to take work in industry.

ALAN VINCENT
Vice president
National Association of Careers and Guidance Teachers

'Super' teachers

Sir - I read with interest the report (TES, March 1) on the speech given by Mr David Hancock, permanent secretary at the DES, to the recent seminar on staff appraisal organized by the Industrial Society. I am very concerned that the DES is still clinging to the idea of extra pay for "super teachers".

First, how do we identify "super teachers"? Most of us can produce anecdotes about particular teachers who inspired us. My particular example was extremely charismatic on behalf of his subject, but had relatively poor class control and rarely marked an exercise book.

Presumably we would hope to be much more objective, moving beyond the anecdotal. It is this objectivity which, I believe, is a chimera. Excellent teaching depends on a wide range of qualities and the scale of competence runs from the least competent to the most competent in a gradual way. How and where then would the line be drawn to identify the "super teachers"?

Second, while the general idea of regular staff appraisal is widely accepted as a step forward, any attempt to link pay with appraisal (even for "super teachers") would be disastrous. The positive atmosphere

which I believe is essential for successful appraisal would be at risk. It is only in such an atmosphere that we will see staff appraisal producing the fruit we all want - improved teaching and better schools and colleges.

HOWARD GREEN
Headmaster
The Henry Box School
Witney, Oxon

Price to pay

Sir - Fifth-year tutors in my school have just been asked to read out and post this careers item: "There is a vacancy for a young person of A level standard to train as a publicity assistant with a publishing firm in Eastbourne. They are willing to consider someone who has failed their A levels. Salary is £5,000-£6,000 p.a. depending on age and experience."

Presumably this young person will be aged 18 to 19 years and is thus judged to be as useful to society as a trained graduate teacher aged 22 years, on increment points 0-3 of Scale 1, that is £5,442-£6,072 p.a.

What a price for "professionalism"!

D A GOODALL
64 Hawkswood Drive
Hallinham
Exet Sussex

Broadcast advice

Sir - I hesitate to cross swords with someone as distinguished as Professor Wragg (TES, March 8) but I can certainly justify my statement that the BBC and IBA do not always take the advice of their educational advisory committees on major issues.

In 1981, the BBC proposed removing secondary schools radio broadcasts from afternoon to night-time transmission. It is my understanding that the SBC objected strongly at the time (which in fairness may have been justified before Professor Wragg became chairman), but a good proportion of the programmes are nevertheless being broadcast late at night, despite the cost to i.e.a.s in additional recording equipment and the drop in utilization.

I do, though, owe your readers an apology regarding the second point raised in Professor Wragg's letter. In my haste to correct David Self's misleading review, I omitted two crucial points. It was the SBC's research unit which submitted its name in 1979 to the "Education Council's" research unit, to reflect that the work covered further education as well as school broadcasts.

I still insist, though, that it was misleading of David Self to accuse me of not mentioning adequately the work of the SBC. It seems perfectly reasonable to use the term educational broadcasting to describe the work of both the SBC and the Further Education Advisory Council.

The substantive point, though, is not the terminology of the broadcast.

educational advisory panels, nor even whether or not they have done a good job in the past. In my book, I provide substantial evidence of a rapid deterioration in the quality of educational broadcasting times over the last few years.

The question is whether the current structural arrangements are going to be strong enough to protect educational broadcasting services in the face of increased deregulation of television services and increased competition in the coming years. I don't think they are, and it is surely this issue that should be addressed.

A W BATES
Stony Stratford
Milton Keynes

Ted Wragg writes: Wrong again, I am afraid, Dr Bates. The issue of night-time broadcasting was fully discussed at the School Broadcasting Council, and it was agreed, with only one dissenter, to support the experiment. After the experiment had been completed, the SBC agreed unanimously to recommend night-time transmissions, provided that it was for a limited number of secondary radio programmes, only, and not for primary radio, nor for schools television.

It also requested that a proper cost-benefit analysis be made available. All these proposals were implemented by the BBC to the letter. There is no such body as the Further Education Advisory Council, by the way. It is the Continuing Education Advisory Council, and has been for several years.

LETTERS

Fighting shy of CPVE challenge

Sir - Might it be uncharitable to argue that much of the rearguard action by CSE supporters against CPVE stems from the fact that it is easier to offer CSE in schools than CPVE? The question being asked is not what is the best provision for 16-17, but rather what the best provision is that a school can offer for 16-17.

Until we are prepared to accept that schools and sixth-forms are neither automatically the only or necessarily

the best vehicle for servicing the needs of the 16-19 group we will continue to assess curricular initiatives from the biased viewpoints of our institutions.

To argue that CPVE is too narrowly vocational is as absurd as it is untrue. Admittedly CPVE is trying to focus the attention of youngsters on choices between a range of options but to many teachers even to ask youngsters to consider a choice at 16 is a fundamental heresy, thus indicating the

isolation of teachers' experience from the real world and the irrelevance of much of the curriculum they provide.

To encourage a dogma that delaying any choice somehow improves educational experience may partly explain why so many youngsters dismiss our current educational provision at an early stage.

Of course, we must guide and counsel those who make wrong choices but surely that is what the wide variety of

opportunities in continuing education and retraining programmes are all about.

Adult life is about making decisions and choosing between alternatives. Why cannot the profession teach how to do it?

K W RUDDIMAN
Principal
Wakefield District College

Poor awards

Sir - Michael Duffy's article on the Distinction and Merit certificates (TES, March 8) and your correspondent P S Welch's concern about the conflicting aims of GCSE and CPVE highlight the muddle that faces schools who seek to provide appropriate courses for the first-year sixth-form.

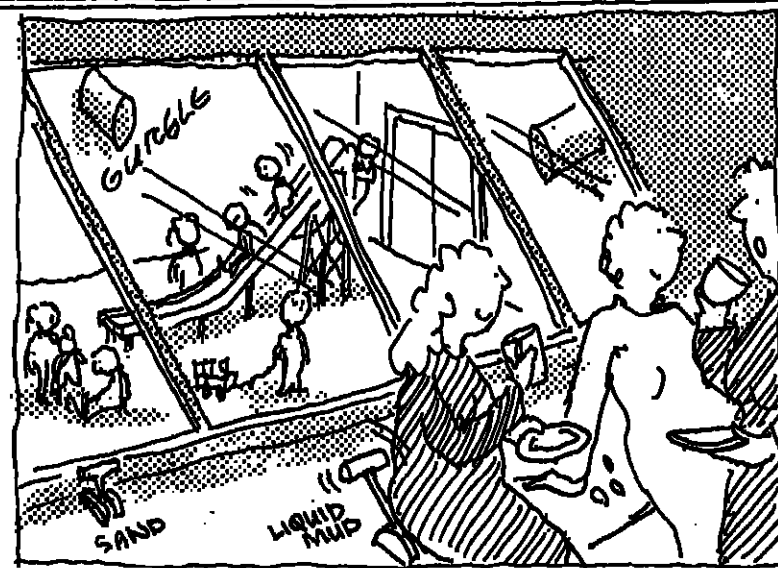
TALKBACK

A mother's place

ALAN JONES & MARGARET SMITH

At Mount Pleasant, parents have been encouraged to take part in the life and work of the school in whichever way they feel able. It is not unusual to find half a dozen mothers at a time actively occupied in the school. The staff have found parents' enthusiasm tremendous, but although they wanted to encourage this participation there seemed to be little opportunity of increasing parental involvement in the work of the school. However, an in-service course at the Dudley Teachers' Centre about a newly developed Parents' Room in a local school suggested how parents could be involved in a new way.

Around the school site were several unused buildings. A suitable building was selected and the school's Parents Committee was asked about the idea. The building needed cleaning, but the committee was not daunted. Advisers and education officers were consulted, and once it was clear that the project



would not involve any great expense, official approval was given and work began.

Four parents and one teacher were elected as a steering committee, and for weeks parents scrubbed floors, washed walls and cleaned up rubbish until, at the beginning of July, the building was ready for use. Everyone was kept informed of progress and asked to suggest how the Room could be used to help themselves and their children. Parents' enthusiasm was such

that many useful ideas were suggested and a mountain of equipment that could be used in the Room was donated.

One of the aims in setting up the centre was to bring together families in the local community, particularly those with young children. There is a playgroup and a nursery unit not too far away, but there was nowhere in the area for children and parents to meet together. The school was already a meeting place for adults and toddlers, so why not let them meet in the Room at a mothers' and toddlers' club where the staff of the school could get to know them better?

As usual, the children who were due to enter school in September were invited into school on four mornings to get to know their new teacher and the other children. But this year the parents of these children were also invited to stay throughout the morning, to have a cup of coffee and a chat with some mothers whose children were already in school.

This had not been possible previously because most of them had younger children and there had been no facilities to cope with toddlers. But now it was very different.

The children could visit their new classroom and the toddlers could play in the Parents' Room under supervision, while mothers got to know the school and how it operated by meeting the staff and by talking to other mothers. These sessions have proved to be useful.

The Room is now in full use, and several activities take place there. One is a sewing afternoon, when mothers meet to help each other with their own sewing and needlework and also make items to be sold at Parents' Association events.

The mothers' and toddlers' group is firmly established, with an attendance of over 20 children every Monday afternoon. The children, who are aged between 2½ and 4½, are given a variety of play materials, and their mothers are encouraged to mix and chat with the adults and children.

Two parents organize the afternoon's activities. One or other of the school's staff try to call in during the afternoon to meet the children and to talk to the mothers who are present. During these informal meetings useful ideas and suggestions can be put forward, and it is hoped that the children entering school in the future will benefit directly as a result.

The Parents' Room is still very new, and other uses are frequently being suggested. It is intended to establish a pre-school lending library in the Room with the help of the school library service, so that parents can borrow books to help the language development of younger children.

Some parents hire the Room for their children's birthday parties. From the mothers themselves came the suggestion that talks by a dietician, a speech therapist or a children's librarian might be interesting and useful. Already the Parents' Room has generated a good deal of excitement in school, and has encouraged teachers and parents to work together in the interests of the children and the school community. It is already an active part of the school, a place where parents, staff and children can meet and share ideas.

It seems to offer many opportunities of benefit to the school, and everyone is eager to see how it will develop in the future.

Alan Jones is headteacher and Margaret Smith is Head of First School at Mount Pleasant PS, Coleley, Bilton, West Midlands.

Getting to know you

COLIN INSOLE

Every year the percentage of pupils gaining entry to university from comprehensive schools and sixth form colleges is compared unfavourably with independent and grammar schools. Admission figures from Oxford and Cambridge in particular are often quoted.

One decisive element, which has been ignored in many of the discussions, is the simple fact that many pupils in the public sector move from comprehensive to sixth form colleges at 16. By contrast, pupils in the independent sector are likely to have spent several years in the same school before moving into the sixth form. This gives an enormous advantage when selecting the most suitable university course.

The teachers almost certainly know the pupils and their abilities. They are able to recommend universities and courses to suit individuals. The system is long-established and the guidance offered is the result of long experience. This can be achieved because staff and pupils are able to start immediately with a familiar routine in a known environment without a long period of settling in.

Moreover, there is the expectation at grammar schools and public schools that pupils will go on to university. Entry to Oxford and Cambridge is

discussed with likely candidates in the first year of the sixth form. Examinations are provided. If necessary, independent schools delay applications for a year, allowing their pupils to do the Oxbridge examinations in the seventh term, after their A levels.

By contrast, a sixth-form college does not know its pupils. However, efficient its organization, it takes time for them to establish themselves and get used to new surroundings. Similarly, teachers and lecturers take time to get to know the capabilities and potential of their students. In the early part of the course, they are unable to estimate even the possibility of entry to Oxbridge. By the time an individual can be assessed accurately, the university applications are nearly due. Probably there is no provision made for the tuition necessary for Oxbridge. If it does exist, it is often inadequate.

Thus, any advice given, however well-intentioned, is less likely to be useful. It is also less likely to be accepted. Students who have attended the same institution for several years and done well in a subject will be ready to try their teacher's recommendations. Alternatively, the more able yet sometimes anonymous atmosphere at college can lead to a bad willingness to seek or accept advice.

For the sixth-form colleges to match the independent schools' success, they must emulate the efficiency of the system which advises the private grammar school pupil. It is this, rather than academic weakness, which accounts for the smaller proportion of university entrants from the public sector.

Colin Insole teaches English at Bishop Park Comprehensive, Southampton.

Enigma variation

DAVID HANDO

Winston Churchill's description of Russia as "a riddle wrapped in a mystery inside an enigma" could well apply to the timetable in many schools. The aura of mysticism is doubly unfortunate as it leads to acceptance of the unnecessary and resentment of the inevitable.

"For timetabling reasons" covers a multitude of sins whereas the timetable should facilitate the implementation of the school's curricular aims rather than obstruct them. A timetable should not be constructed in isolation in a smoke-filled room and then imposed on a puzzled and resentful staff.

Therefore, when I inherited the responsibility for the timetable I resolved to make its construction a cooperative effort with close consultation at each stage, from the original curriculum and staffing analysis to the final allocation of rooms. Within common sense limits the more people involved the better. In the last resort I must accept responsibility for resolving conflicts, but if choices have to be made as they inevitably do, it is better for those who have to live with the consequences of those choices to make them.

Seeing is believing

HOWARD PEACH

Most teachers, we can assume, are interested in improving their classroom performances - quite apart from the spectre of official appraisals. Many strategies have been tried. Some courses may broaden perspectives, but probably do little to change classroom practice. Advisory exhortations are as likely to confuse as to clarify.

Work exhibited at teachers' centres takes us a little further, but we cannot always trace the steps to see how it has been achieved.

Over 30 years I have learnt most by observing other colleagues - what used to be called, slightly, "sitting by the fire". In an earlier era of teacher training, you can see what works. You can admire the interaction between teacher and pupil and see what it

The first step is to review the previous year's timetable and its best done at departmental and faculty level. Continuing evaluation leads to developing curriculum, and that curriculum development can be influenced by departmental, faculty or senior level. Arising from these discussions, draft opinion schemes are constructed for the four terms and the lower end.

For the mechanics of blocking agreed options (1/6 against 1/6 against 3) and determining the timing of those blocks, I set up a timetable workshop, open to all, particularly to heads of department to make draft proposals at each stage for comment by all. The workshop proposals are circulated at each stage to all heads of departments, who are asked to consult with their departments and then point out the impossible, the impossible and the undesirable. Collective wisdom thus anticipates and avoids potential difficulties. Within the constraints of the agreed blocking pattern heads of departments are free to proceed with their staff allocation.

Close consultation taps staff ideas, assists an appreciation of the complexity of the timetable process, and facilitates compromise. It is possible for each department to have its own way but only at the expense of other departments. Perfection is probably impossible, but we strive towards it by consultation, cooperation and compromise.

David Hando is deputy head of Bishop Comprehensive, Cardiff.

likely to work for you. There are many gifted teachers who would be glad, at suitable professional overtime rates of pay, to demonstrate their talents. I can remember seeing Harold Fletcher in his heyday, working with his maths classes, clapped and stamped and flicked and less rhythmically in April Days, worth a very practical music lesson. He has watched an infant's advice work very skilfully with nearly 40-year-old readers and writers.

I have watched a college tutor go into every kind of a mess with geography lesson: a classic example of how not to do it! He had not reached his materials before doing his first.

Studying good practice at first hand is not particularly trendy, it should not be dismissed merely as looking for teaching tips.

We should be looking for chances to visit other schools. There should be more opportunities for teachers to work with children during refresher courses. Training, teaching, curriculum, in fact, might be regarded to extend our professional horizons.

Howard Peach is head of Carr Lane Junior School, Willeby, Hull.

FEATURES

The problems of England writ large

John Cushman, right, leader of the Northern Ireland Alliance party, tells Susan Thomas how he was politicized by life in the notorious Davis Flats and by the paternalism of teacher training.



John Cushman, leader of the Northern Ireland Alliance Party, is a great man for children. He has five of his own, helped to start up All Children Together (ACT), the group which aims to end religious barriers in education, and he used to teach. But that was an age ago when he still believed you could change things from the bottom up.

We met, not in Belfast but Westminster. A fine, upstanding man with a local reputation for plain speaking, he was there to see his MP on Assembly business. Outside it was dark and steaming, inside the Central Lobby was crowded and dingy, so we asked the way to the parliamentary coffee shop. And that did it.

At the first Celtic syllable, the half dozen police posted by the door pillars leapt to their radios, we were shown smartly out of the building and dogged every step of the way by crackling walkie talkies.

"It's the accent," he said, "I'm OK while I keep quiet. I've been walking round here all day with never a challenge but the moment I open my mouth it scares the shit out of them." The only consolation was that I'd have found it worse in Belfast - a thought which set the tone of the interview.

And so we retired to a little plastic cafe and shouted at each other over the steam machine. And what he said, in essence, was that the problems of Northern Ireland are, by and large, the problems of England writ large.

The major issues in education today are the result of cuts and divisive policies. "Like the low level of student grants - which favour the well-to-do, like selection, like segregation, like the poor state of the schools shown in the inspectors' report. And no one is addressing themselves to the underlying problems."

"For instance, you might think that in a country torn apart by sectarian and political differences, the universities would put Reconciliation and Peace Studies on their timetables, but they appear oblivious to the situation. I'd actually say that the whole curriculum is still medieval in its outlook."

"Then," he said, staring grimly at the Whitehall commuters scurrying for the tube, "we have a massive unemployment problem which is evidently set to become a feature of the economy for the next decade. So what we need is more emphasis on social and life skills at secondary level and education for unemployment."

"And in higher education, as well as 'technology', we should be training people in economics and sociology - yet the government clearly has no use for them. Anyone can see our problems are social and economic in origin but there is virtually no research in those areas."

John Cushman did not always want to be a politician. It was the paternalistic backwaters of teacher training college that politicized him, he

biddable short back and sides was this long-haired activist, demanding the right to live off campus and a voice in the management.

"It was impossible. They treated us like little boys. There was no democratically elected forum so I led the campaign for student rights."

He progressed from chairing the Northern Ireland student organization to vice-presidency of the NUS under Jack Straw. Head days. "It was a critical period for me, very formative, an exposure to the politics of Northern Ireland and the question of civil rights."

"My very first experience of teaching only underlined the issues. I got a place in a North Belfast Secondary school as Youth Tutor - getting kids into community work, trying to give them an experience of life in the real world and breaking down tensions."

But it didn't work out. His headmaster couldn't see the project as any part of the traditional teachers' role and John Cushman couldn't see any role for the traditional teacher.

In 1974, still only 25, he became general secretary of the Alliance Party, in 1982 he won a seat in the Assembly, became Chief Whip, chair of the education committee and in 1984, Party Leader. And though his interests are increasingly with the environment, it is still education, with its divisive structure, which takes up a large proportion of his time.

The system in Ireland is substantially different from that in England and Wales. At primary level there are mixed, non-denominational state schools and (mainly Catholic), often single sex, Church schools.

After the 11-plus, children go to grammar or secondary schools. The grammars are nearly all

voluntary, church controlled and single sex but some secondaries are coed. Parents like the Cushnans who try to subvert the system suffer.

"We send our older children to the local state primary but the Catholic Church won't allow priests or nuns into the schools, so they get no religious instruction and may not receive the sacraments."

Catholic ACT parents get round this by taking the catechism classes themselves. "But it makes me angry that I am penalized by having to give up my free time and my children are penalized for my beliefs."

As for the will for change - the creation of comprehensives, the removal of religious barriers - it is not much in evidence and in an assembly where the Unionist Right won't budge and the SDLP Left won't sit, the progressives play hapless piggy in the middle.

Thus, as chairman of the all-party education committee Cushman has already been obliged to put to the assembly the committee's recommendations for the retention of corporal punishment and the grammar school system - "In neither of which can I see the least benefit to the

child - not as an educationist, knowing that children develop in different ways at different ages, nor as a politician in favour of equality."

Not that he wanted the chair in the first place, he says, but the opposition was so determined he shouldn't have it, on the grounds that a Catholic couldn't be objective, that he determined he should.

What progressive initiatives there are seem small and precarious. ACT has founded its own non-sectarian, coeducational secondary school in Belfast - Lagan College. And the police and schools have tried various community relations projects.

"But it's very tricky, especially in the Nationalist areas where attitudes to the police are so poor. It'd be better if there were more Catholic police. Ninety per cent of Belfast police are Protestants and though they're not biased, they don't get the support they need in the Catholic areas."

And what of the impact of so much street violence on the children of Belfast? There was, he said, plenty of evidence that the daily involvement of young children means they are growing up with an ambivalent attitude to violence and its use for political ends. So far, however, there is no evidence that it is being carried into school. Indeed, for many children school is a haven from the troubles.

And that was probably the most encouraging note of the interview. Here and there it seems, marvelous things happen, especially in youth work, but each of these initiatives has to be set against the picture of a polarized nation, so busy worshipping different gods that progress goes to the wall. And that, he said, will continue until there is a political settlement.

One a teacher...

For many children school is a haven from the troubles.

One a teacher...

We need more emphasis on social and life skills.

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

One a teacher...

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FEATURES

The lunch time bomb

One wet lunchtime in 1978, an eight-year-old boy in a Coventry school was hit and badly injured in the eye by a paper clip fired from an elastic band by another pupil. It was decided later in court that there had not been adequate supervision since the teacher concerned had been looking after two classrooms at the time. Damages of £6,500 were awarded.

Seven years later, the case of *Blasdale versus Coventry* is still etched in the minds of many heads in both primary and secondary schools. For they are responsible for pupils at lunchtime and with fewer teachers than ever volunteering to help—even outside periods of industrial action—pupils are increasingly left to their own devices at lunchtime, leading in some instances to accusations of widespread disorder both in school and out of school as more and more pupils are allowed—or sent—onto the streets.

Under the 1968 School Meals Agreement, teachers are no longer required to supervise mealtimes. The local authorities agreed to bring in school meals supervisory assistants—dinner ladies—though it was hoped that teachers would volunteer for lunchtime duties to provide the necessary back-up.

The agreement was for one supervisor to 20 pupils in nursery schools, one to 30 in infants, one to 75 in junior and one to 200 in secondary although the numbers were—still are—dependent on other factors such as how many teachers volunteer for lunchtime duties and the type of area the school is in.

But few school meals supervisors have the authority or training to stand in for the teacher. Dinner ladies are poorly paid and rarely stay long enough in the school to build up the necessary experience or relationships.

Teachers, however, have the pupils in class all day, every day. They get to know the trouble-makers and, unlike meals supervisors, usually have the authority to deal with them, then and there. Experienced supervisors may be able to control pushing in a queue or break up a fight, but ultimately they have to take trouble-makers to a teacher or the head, an arrangement which can only undermine their authority.

One 15-year-old pupil describing the supervisor at his school says: "She gets paid to wash up, clear up, make sure people don't mess about, but I wouldn't pay any attention to her if the teachers weren't around."

Attitudes like these put school meals supervisors on the level of kitchen staff and are not helped by the fact that many dinner ladies wear overalls.

Many head teachers are convinced that dinner ladies can never be a complete substitute for teacher supervision. "A teaching staff presence is absolutely essential," says Stan Bunnell, head of Queen's School, Bushy, in Hertfordshire. "It would be impossible to cope without them. I would have to send pupils out during the lunchtimes because I couldn't provide proper supervision in the school."

But as Brian Morgan, head of Walworth School in South London and a council member of the National Association of Headteachers (NAHT), says: "Each time there is teacher union action, the number of teachers available to do lunchtime duties recedes. Those with a tradition of looking after children at lunchtimes are disappearing; what do we do then?"

"There needs to be a member of staff there, being seen to run the show," says Arnold Martin, head of Walworth's upper school. "Supervisors tend to be neighbourhood women who don't have a lot of clout. They need training and higher pay."

Even if such improvements had the desired effect, however, it would only solve part of the problem in secondary schools.

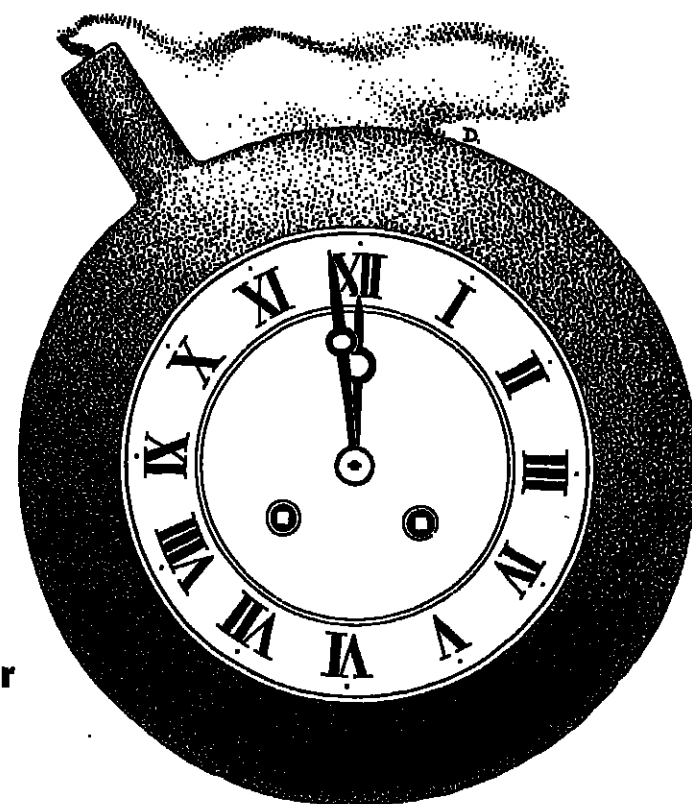
Around 150 pupils eat each day in Walworth's upper school dining room. Arnold Martin manages to get volunteers from the senior staff with "a little bit of pressure" to provide three teachers to cover daily. The result is a fairly orderly dining session where he points out: "The dinner lady assumes the teachers have the control."

But however well-behaved the pupils may be in the dining room, many schools face problems once pupils have finished their meal or with those not taking school lunches. Walworth's upper school dining room is off-site, some 500 yards away from the main school. The teachers, who do volunteer for lunchtime duties, admit they cannot police the surrounding areas.

In addition, there are the pupils whose parents agree they can go "home" for lunch. More often than not, that means they are given money to buy food in local cafes or takeaways.

The result in some areas is large numbers of people on the streets with time to kill and little or no supervision and creating what some regard as havoc. The heads of such schools are in an impossible position, it seems; responsible, yet powerless, with the reputation of their school for

It is not just in times of industrial action that lunchtime supervision is being relaxed or withdrawn in some schools. And the results are there for anyone to see. Pupils roam the streets, sometimes fighting, stealing from or disrupting shops and



causing considerable unease among local residents. Teachers are entitled to refuse lunchtime duties but the decision to do so may well rebound on them, Sara Parker and Bob Doe report.

Illustration by Michael Day

orderliness and good conduct daily put to very public test.

Few schools who have such problems want to talk publicly about them, but privately one London head admitted that he had to look pupils out at lunchtime because of incidents that led to supervise them and vandalism inside the school. There then followed complaints from local shopkeepers about thefts and unruly behaviour by pupils during the lunch hour.

And as the rash of signs going up in shops near schools testify, this is not an isolated incident. Many such shops now limit the numbers of school children they will allow in at one time or ban children altogether at lunchtimes.

How far letting large numbers of young people loose on the streets in this way is a real or imagined problem is hard to establish; certainly many people living near schools find it a new and disturbing element. But then for some, groups of high-spirited young people can be very threaten-

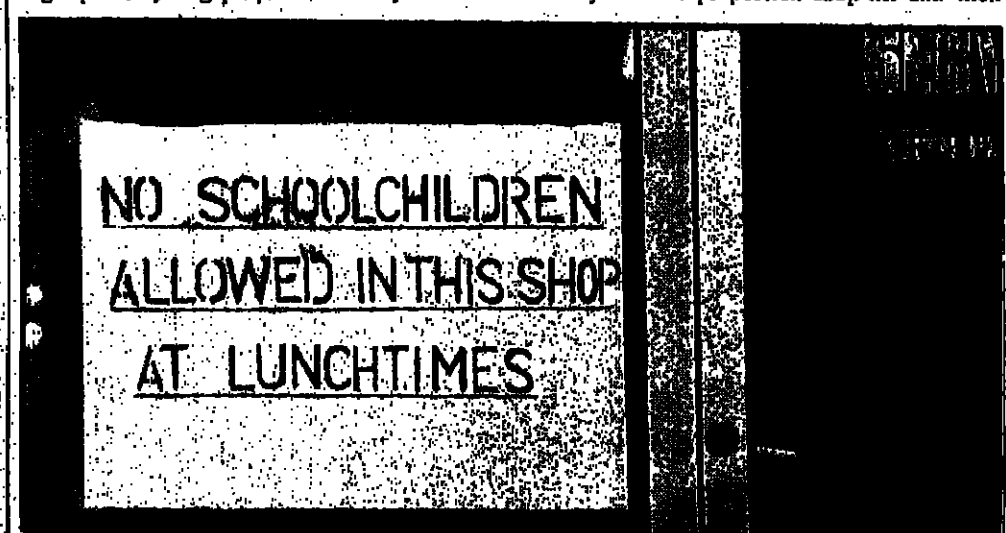
"They come in dancing and singing, pushing at the door. It is not possible for our customers to come in at all with 20 to 25 children outside pushing and shoving," says the owner.

During a bad period in December the shop called the headmaster at least twice a week. "By the time anyone arrived the pupils had run off."

Also in the parade is a small supermarket. It gets sandwiches in for the pupils every day, but six months ago had to stop more than four coming in at a time because of the pushing and shouting in the queue. During the lunch period they have two staff keeping an eye out for problems and another on the checkout. One of the double swing doors is also closed.

Any persistent problems they take to the headmaster, but although about 15 shop-lifting incidents have happened over the past three years, they have mainly dealt with them themselves.

Only a small proportion shop-lift and then



ing even if they are fundamentally well-behaved. Police headquarters around the country do not regard school lunchtimes as a problem. No noticeable increases in shoplifting, juvenile crime or complaints from the public (except about litter) have been logged. But at the local level, a different story emerges, with schools' neighbours complaining about loutish behaviour, damage to property, and inter-school fights; events that are likely to result in complaints to the school rather than the police. And even if the local police are involved, it rarely results in an arrest.

A tobacconist near a large inner-city school in North West London had to have a police woman on duty for four weeks at the beginning of the year during the school lunch to stop pupils getting out of hand. Now an extra shop assistant has had to be taken on to cover school lunchtimes. Her job is to stand at the door and only allow in two pupils at a time.

Usually only small items such as a packet of biscuits for 22 pence. Many shopkeepers feel it is not worth calling the police or even going to the school. One shopkeeper who did take a girl to the police for stealing a bar of Cadbury said he found it so embarrassing that he was not sure if it was worth it.

A woman who complained to a nearby school about pupils persistently ramming through her garden at lunchtimes and fighting in the road outside her house, was told by the head that there was little he could do about it. Only he and his deputy were on duty and they did their best to patrol the streets at lunchtime in their cars.

Many parents are unhappy or unaware that their children are allowed out of school at midday. Said one: "You send them to school and that's where you expect them to be." But heads are advised to lock their pupils out if they cannot guarantee their safety.

Peter Snape, general secretary of the Secondary Heads Association says: "It's a major problem for heads and deputies in secondary schools. Even at the best of times, lunchtime breaks are difficult to supervise. Schools are not built to accommodate children for one and a half hours when they're not doing anything. They don't have study halls or large gyms which can be used—but all the same, heads are under pressure from the local community to keep youngsters in."

The Association—like the NAHT—recommends that heads try to make the best possible deal with the local authorities for lunchtime supervisors. But if a head feels children are at risk because of inadequate supervision he should recommend to the L.E.A. and parents that the school be closed during the midday break, whether or not there is industrial action.

David Hart, general secretary of the NAHT, takes this closure threat even further, advising that a head should take it on himself or herself to close the school at lunchtime if supervision is felt to be inadequate. He warns that this might happen in more schools if the employers cannot negotiate for more help from teachers during midday breaks. The conditions of service package turned down in December suggested two half-hour supervisory sessions a week.

But the National Union of Teachers believes teachers are there to teach, not to supervise mealtimes. The union believes a teacher cannot give of his or her best if they are teaching all morning, working all lunchtime and teaching all afternoon.

But as things stand, insistence on supervisory free lunch hours may backfire on teachers in some schools. This may happen in the classroom directly, with pupils returning after lunch in a state of considerable excitement. And in the longer term, with school intakes now highly susceptible to parental choice in some areas, damage to a school's good name may soon make itself felt in shrinking rolls.

Researchers at Goldsmiths College, University of London, have logged the incidents of disruptive behaviour, reported by teachers in two London secondary schools. David Steed and his colleagues found the early afternoon was one of the peak periods, accounting for over a third of the incidents.

Maureen Sedgewick, head of an Avon comprehensive, points out: "The longer pupils are unsupervised, the more they are likely to erupt in the classroom. Problems that occur during the lunchtime carry on over into the school afternoon."

"The school has got to take responsibility for the pupils for the benefit of all concerned." Large groups of youngsters roaming the streets outside the school are a problem. "Even if the behaviour is not that bad, they feel they should be kept in the school with it when they are not our children."

A better way?

Some heads believe more teachers would be prepared to supervise at lunchtimes if they got more than a free lunch for doing so; extra pay or time off in lieu, for instance. Others—particularly in primary schools—see a rota system in which teachers agree to give up half an hour twice a week as the answer.

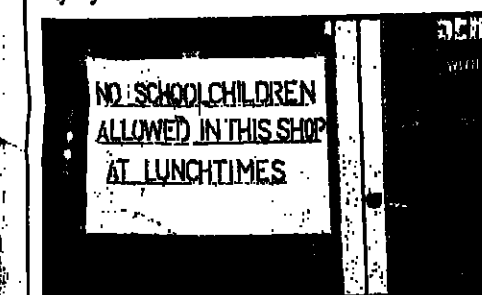
Many teachers, however, are now reluctant to forgo a complete lunchtime break, and see improvements in the non-teacher supervision as the answer. The continental day would, presumably, avoid the issue altogether.

The present impasse in negotiations over pay and conditions makes any immediate changes in the national agreements seem unlikely. And even such changes are unlikely to tackle the incidents occurring off the premises, both at lunchtimes and going home, for which schools, rightly or wrongly, tend to be held responsible.

Some schools have done their best to adopt what amounts to a "good neighbours" policy, forging a relationship with local residents and shopkeepers by meeting them to listen to their complaints and doing their best to respond, and to be seen to respond, to serious incidents. The fact that many complaints are still routed through schools rather than the police or education authorities might be a sign of some residual goodwill to build on.

Clearly, there is more scope for this approach in some areas than others; where the school is the only one, for instance, rather than one of many in a more anonymous urban community.

There is evidence that schools can make a difference; shopkeepers in a parade equidistant from two similar secondary schools in Brighton complained of thefts, jostling, foul language and even threats and intimidation by pupils, but only from one of the two schools. They too have put up signs banning pupils or limiting numbers but according to one confectioner's, "it only keeps out the ones you wouldn't mind in the shop anyway".



Even in primary...

Even in primary schools, many dinner ladies feel they need the back-up of a teacher. "They behave better when the teachers are there. They think because you're a dinner lady they don't have to pay attention to you," says Elizabeth Marth, who has worked as a school meals supervisor for the past six years in a West London primary school.

Some parents, too, are less than happy about the way dinner ladies cope. One mother, whose children attend an East Sussex primary school, started to worry about lunchtime supervision when both her children, on separate occasions, came home with serious facial contusions, having been knocked down in the playground. One of them had also been persistently bullied for two years, though it took his mother some time to find out exactly what was happening.

"When he told me what was happening in the playground, I couldn't understand why no one was doing anything about it. I asked him, 'Why don't you tell the dinner lady if the others pick on you?' He said, 'What's the point?' "When I went to the teachers, they told me if the dinner ladies had trouble they were meant to tell them. When I spoke to a dinner lady she said, 'There are fights going on all the time—they're only playing.' "

It is very difficult to establish whether antisocial or violent behaviour is more prevalent in the playground now or whether, with parents more often in school, they are simply made more aware of it.

Not surprisingly, it is not a subject many heads discuss openly, even though if children are more violent, it could be the result of attitudes and behaviours they bring with them into school rather than the result of anything the school does or fails to do.

Sonia Pollock, head of Oxford Gardens primary school in London, is not prepared to brush the problem under the carpet. A year ago she



The NUT wants to see trained, well-paid supervisors brought in and points out that some local authorities provide play organizers for school holidays—people who would be well-equipped to cope with children during the midday break even if they are not teachers.

Harry Barker, national officer for the National Union of Public Employees, which has nearly 30,000 meal supervisors as members, argues that while teachers are on hand, the supervisors will never have the authority they need. He appreciates the difficulties of getting the right kind of supervisor in a part-time job, but feels that part of the blame for their apparent ineffectiveness must lie with the head teachers. "They don't like to give up any of their authority."

It might be argued by some that, provided they are within the law, even young adolescents have some personal liberties to spend their time where and how they wish. But just as it was once argued that school meals were an important educational experience of the kind that would now be called "life skills", should schools now be considering how they can develop pupils' capacities to use leisure periods like lunchtimes constructively?

Where disorderly behaviour occurs at times and in places that are, strictly speaking, outside the jurisdiction of the school, parents may need to be gently reminded of their own responsibilities, and of the dangers to their offspring.

But it does not reflect well on a school if it is seen to be washing its hands of the problem; whether in normal times or during periods of industrial action. And the broadening of parental choice means that a school that gets a bad name—rightly or wrongly—through the misbehaviour of young people in surrounding streets, may well pay the price.

had a meeting with parents to discuss discipline, including the question of lunchtime supervision.

One mother who attended was Maria Lay who has two children in the school. "What I find disturbing is that my eldest has been to various schools and he's always been picked on and he's not the only one. The dinner ladies often turn a blind eye."

She recently found her eldest son being kicked and punched in the playground. When she pointed it out to the supervisor, the incident was dealt with but on another occasion, when she saw it happening to another pupil, she had to stop it herself.

"Sometimes the playground supervisors get a lot of abuse and get a bit fed up with it, but there must be some way of dealing with incidents like this."

Oxford Gardens is by no means atypical, and certainly is not among the worst of schools. The school now has extra supervisors and help from teachers after Mrs Pollock refused to supervise lunchtimes on her own any longer.

But according to one researcher, much of the sort of misbehaviour complained of by these mothers may well escape the attention of teachers and dinner ladies alike. Dr William Orton, a former community physician in Haringey, North London, has been studying a phenomenon common in school breaktimes known as "mobbing". This is when one child is picked on by a group, as opposed to bullying which is usually a one-to-one affair.

It first came to light in the early 1970s through the work of a South London P.P. Heinemann, who watched what went on in school playgrounds through field glasses. Dr Orton believes that only a very high level of supervision can combat this sort of persecution as it is often done very aggressively, with neither the mobbers nor the persecuted prepared to admit it takes place.

FEATURES

Blunder and pillage

When authorities get together to compare notes on school break-ins, the official estimates are seen to be only a fraction of the real picture, says Alastair Buchan

When Sunderland education department and Northumbria Police jointly considered the question of vandalism and crime in schools, they quickly reached two threadbare conclusions: every local authority suffers and no single authority has the resources to find an answer. On the principle that a problem shared cuts costs, it was decided to investigate the possibility of a coordinated approach with neighbouring authorities. If nothing else, we would avoid each other's mistakes.

From this modest ambition grew *Schools Security '85*, a one day seminar on crime prevention in schools, sponsored jointly by Northumbria Police and Sunderland education department. The day would have counted as a success if four out of the six surrounding authorities had turned up. The final count was 14 local authorities, 12 police forces and representatives of the fire service, Home Office and the Department of Education and Science. There were delegates from Merseyside, Tameside, Greater Manchester, Lincolnshire and Wiltshire: at long last authorities are coming out of the closet and admitting they have a common problem.

'Reported crime in schools is a tenth of the true figures'

Accurate figures on the scale of school crime are buried deep in L.E.A. budgets and police records show only reported crime which, in the words of one senior officer, "is about a tenth of the true picture in schools". According to the local police there were 665 cases of criminal damage to the schools in the area covered by the Northumbrian force. This is less than one incident per school. Since criminal damage includes (besides much else) broken windows, such figures are hard to accept as comprehensive.

Anything better has to be based on fragments of unrelated data which occasionally surface. For instance it costs around £50 for the police to respond to an alarm call; the DES reckon replacing all damaged and stolen furniture would cost £200m a year; and John Robson, assistant director of Sunderland's public works department, told the seminar that building repairs due to vandalism are costing Sunderland £223,000 a year, and he stressed, Sunderland is more the rule than the exception.

However you juggle the available information (John Robson's figures work out at £65,000 a day for England and Wales) there is no escaping the conclusion they more than double the DES's £200m.

Alan Symmonds, headteacher of Sea County middle school, Newbiggin, made the point at the seminar that there is also a cost above: school pets get killed and pupils' work destroyed. After his caretaker had chased some youths from the

school grounds there was an outbreak of lethal traps and tripwires around the school. All were unquestionably aimed at the caretaker and one included a 15 foot drop.

And schools that ask local authorities to replace stolen equipment are, in Alan Symmonds words, "made to feel like rape victims being asked 'What have you done to deserve it?' Not surprisingly schools resent this approach."

Teachers know their schools are vulnerable and lack adequate and secure storage. Every night they hide what equipment they can and take the more valuable items home for extra safety but there are limits to this self-help and schools cannot be blamed when it fails.

School architects must take their share of the responsibility. None were included among the speakers, though six were asked to speak and they all declined saying, "We know nothing about security." Yet all are currently involved in designing and building schools, and facing the dilemma of making schools secure while keeping them open and pleasant. And schools are still being built with easily removable external boarding in windows; recessed floors that provide a haven for glue sniffers and for burglars to work in privacy; cladding that is vulnerable to vandals; surfaces that are ideal for graffiti; and doors that can be unlatched from the inside without keys.

There are rare bright spots. The Gateshead Security Package (TES December 11, 1985) had brought down break-ins at Gateshead schools from 415 in 1982 to 338 in 1984. A drop of 19 per cent at a time when elsewhere they rose by 10-15 per cent a year. Much of the credit for this must go to the local crime prevention officer, Detective Sergeant Slack, who broke the mould and worked through the L.E.A. rather than individual schools. Instead of headteachers writing to the director of education saying, "The crime prevention officer recommends...", a central strategy which became the Gateshead Security Package was developed, taken to and sometimes imposed on schools. It was (relatively) cheap and it worked.

'Schools are made to feel like rape victims'

What also emerged from the seminar was the idea of some mechanism to exchange ideas, information and resources. The North East Regional Group on School Security will hold its inaugural meeting next May. It seems also that the idea may spread with representatives from outside the North East going home with hopes for similar groups in their own areas.

Alastair Buchan is assistant director of education (development) in Sunderland.



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Review

Poetic injustice

Making for the Open: The Chatto Book of Post-Feminist Poetry 1964-1984. Edited by Carol Rumens. Chatto and Windus £4.95. 0 7100 2839 9

Just when we were looking forward to The Homosexual Book of Penguin Verse, Chatto inflict the ghastly concept of "Post-Feminism" upon us. I'm rather disappointed. Feminism was the only ism, usm or oism that my generation, growing up in the boring Seventies, ever felt part of. And it's over. Most confusing, however, is the discovery that it finished in 1963. This anthology, dated 1964-1984, indicates that we have been living under an illusion.

Carol Rumens states in her Introduction that "The term is certainly not meant to suggest that Utopia has arrived, and that all is now milk and honey for the once-oppressed." Labels of this sort rarely are "meant to suggest" anything, but the fact remains that they do. We live in a society that relies upon classification to the extent that words such as "Greenham" and "Ponting" enter our vocabulary as adjectives and verbs. "Feminism" itself has had more than its fair share of characteristics attributable to it as far as the general public is concerned; and of course we all know that the majority of *Guardian* readers wear leg-warmers and eat brown rice.

The reason for having chosen the term "Post-Feminist", says Ms Rumens, is that many significant changes radically affecting the lives of women had occurred by 1964, though this is not to suggest that "there were no further developments in feminist thinking or social reform after 1964".

It remains the case, however, that both "pre" and "post" are terms applied to an event after it has taken place, "postwar" being the most obvious example. The absurdity in applying the term to this volume is the fact that the poetry itself bears little relation to it. These are not poems about the ways in which women's lives were changed "post-feminism". They are poems by a group of women who happen to have been writing within the years Ms Rumens has chosen to bracket. This is hardly reason enough to categorize them, and the fact, as she states, that the collection excludes "some who would not wish to be identified as 'post-feminist'" is an indication that others feel the same. It is a great pity to have to exclude good, important poems of the "feminist generation" as a result of an arbitrarily chosen title.

I say "arbitrary" because little consideration seems to have been given to its selection. Ms Rumens dispenses with it in a mere paragraph. She hopes that the book "might prove to be a small stepping-stone to the time when we do not feel obliged to think of writers in terms of gender at all." Only one thing prevents us from doing that now: labels like "Post-Feminism" parading the covers of books and perverting the prejudices of a not always too discerning public.

However, any irritation provoked by the label should not prevent prospective readers from turning to the contents of this volume. There is a consistency of quality here unlike that which I have witnessed in most anthologies of recent years. The range of tone, rhythm and subject matter, namely due to the international flavour of the poetry, makes for an extraordinary variety

that is extended also through different poems by the same writer. There is substantial representation from Eastern Europe - Natalya Gorbanevskaya and Bella Akhmadulina of Russia, Helga Novak and Bettina Wagner of East Germany - as well as familiar names from Great Britain, Ireland and the USA - Ursula Fushorpe, Meudh McGuckian, Marianne Moore. It's most refreshing to come across so many new names and previously unpublished poems in one volume.

Particularly enjoyable are the poems from Ireland. Eavon Boland has that strong Celtic sense of the physicality of nature:

They seem to be what they are harvesting:
Rumps, elbows, hips clustering
Plumply in the sun, a fuss of shines
Winning from the ovals of their elbows.
"On Renoir's 'The Grape-Pickers'"

Poems conveying the same strong sense of stillness and warmth contrast with poems born out of the intensity of a political or social situation: Adrienne Rich's "For a Russian Poet". Now, again, every year for years: the life-and-death talk.

late August, forebodings
Under the birches, along the water's edge
and between the typed lines
and evenings, tracing a pattern of absent hopes
in broken nutshells

2: "Summer in the Country"

Anyone never having heard Anne Stevenson give a reading of her own work should do so immediately if they wish to experience another dimension to her remarkably accomplished poetry:

There was no hole in the universe to fit him.
He felt it as he fooled around. No rim,
no closet, nowhere to hide. The moon
Also was fooling.

"Sulide"

Rhythm is sustained through both rhyme and complex patterns of syntax - the quality in Ms Stevenson's own reading that, once heard, is unforgettable:

The puns seem resigned to an unending
mooring.
But the women? It's hard to tell. Do their hair
and filament lips approve or disapprove
that living alone, or else lonely in pairs,
impaired?

"By the Boat House, Oxford"

Surprisingly, given Ms Rumens's selection of this, there is little sense of the "experience" of women in the collection. The concerns are essentially humanistic: human values, judgements, decisions; emotions common to mankind as a whole: love, hate, fear; and also the social and political environments within which we find ourselves. They are poems by women, post-1964; and as such, the collection is highly commendable. Let us hope that labels will, in future, be avoided. The contents of books, unlike cans of baked beans, often bear little relation to their labels; this volume is a classic example.

Jaci Stephen



Public faces, private places

Auden in Love. Dorothy J. Ferman. Faber £9.95. 0 571 13399 1

Auden didn't want his letters published or his private life exposed, and usually in bad taste. Two have already appeared, but this is the one that demonstrates what good reason he had for his contentment. Auden's life was not interesting; and when not dull, was dismal. Certainly it sheds little useful light on his poetry. This need not surprise, as his poems were generally the product of what he read rather than what he experienced. He had theories for everything, and was more interested in them than in actuality.

Ms Ferman's book is an account of Auden's liaison with his protégé Chester Kallman, which lasted from 1939 till his death in 1973, although their sexual relations had ended, at Kallman's request, as early as 1941. When they met, Kallman was a boy of 18, son of a New York dentist; his mother, who died when he was six, had been an actress and came from a theatrical family. Intelligent, tolerant and observant, no one has better claim to write about Chester and Wystan than Ms Ferman. She met Chester as an undergraduate at Ann Arbor; later she and a girl friend shared a New York flat, with Auden as a daily visitor; later still, she married Kallman's father.

Kallman, an American incarnation of Saki's Clovis Sangrail, was blond, brilliant, and beautiful, feckless, charismatic, and fickle. On one occasion Auden nearly murdered him. But there seems no doubt that each had something to give the other - Auden needed someone to love and

provide for, while Kallman, careless of money and too much of a hedonist to be able to earn a living, needed the combination of mentor and sugar-daddy that Auden was only too happy to become. Kallman, a fanatic and erudite musician, was also a poet, and a very good one. He was an excellent cook, doing the shopping, answering the telephone, acting as social emollient for the often grumpy poet, and generally looking after Auden, who for his part took on the role of breadwinner.

Auden called him "un ange gauche" - "louché" - may have been a better word. Chester Kallman's taste for rogues and sailors involved his essentially conventional upper-middle class friend in all sorts of bizarre situations, few of which, alas, make entertaining reading. How ungay the lives of gays, if this chronicle of squalid living and futile copulation ("most of the people Chester went to bed with were not friends at all and would never have been invited into the living room") is anything to go by. Almost half the persons mentioned in it are footnoted, not surprisingly, "Not his real name". Still, apart from satisfying one's natural prurient curiosity - we are even told what the poet did in bed and why - the book offers new information of some real interest, eg Auden's dabblings in occultism, his theories and practice in the matter of teaching literature, and a hitherto unpublished piece of light verse.

The final chapter, dealing with poor Kallman's rudderless goings-on after Auden's death, when he squandered, gave away, or simply lost the fortune left him by the poet, is a sad and moving one.

David Wright

Language on vacation

by Paddy Kitchen

Plus. By Walter Redfern. Blackwell £14.95. 0 631 13793 9.

Do you know that frites are porous substances, that pudding and sweaters are capable of absor-

ing contagious effluvia? Probably not, and it's just possible that Professor Redfern doesn't know either. Nor would I have known, had a quotation by Maurice Charney which he uses not read: "malapropisms require a certain genius, and they are always the ironic formulations of a sophisticated author for his own pleasure." Formulations? Too easy to say. "Ahi a literal," since so many allusions had already soared over my head or been at first sight undiscovered by my cruising mind. (Redfern: "A frequently punning author makes us read in slower motion and backtrack...") I sidetracked to the *Shorter Oxford English Dictionary* and to the *Concise Oxford French Dictionary* (*Plus* is a "bipartite study of wordplay in French and English... a double entente cordiale"), and found, in the former, frites (plural of foma), an obsolete Latin word, but no formulations; formulations would seem, therefore, to be the correct reading. While pondering fomes, I did invent foamulations, then remembered that to foam at the mouth is to be rendered speechless, an inconceivable

situation in this book where tongues are never pressed for words. I feel at liberty not only to spend time chasing bubbles like this, but also to report the hunt, because *Plus* encourages "a less solemn, more playful approach to matters of importance," which matters, I trust, include reviewing the author's book.

"A pun," he writes, "is language on vacation," and *Plus* is written in the carefree mood of a holiday vacation, in which culture and jokes and sensual gratification are jumbled richly together and nobody sulks or pontificates. Seriousness is a fundamental ingredient of any time-out mix, and this is a fundamentally serious book, but it has a humane concern for the general reader: French quotations are translated, and a discussion on punning and schizophrasia, in which Freud, Barthes and Koestler - among others - are cited, contains a Max Miller joke too. I was especially pleased by Miller's three appearances, for on the first page of the opening chapter, I had "seen", before, actually, reading, Max

Müller's name as Blue Max's and wondered, on realizing my mistake, whether Professor Redfern hadn't landed on an unvisited desk.

I like to think he hadn't. Normally I'm neither expert nor patient enough to assault books on the nature of language, but *Plus*, in which etymology lets rub shoulders with coprolalia, and jokes from Lucretius to Beckett leave the mind writhing with coupling words, gives instruction as well as not a tablet of stone. Professor Redfern demonstrates his premise that puns illuminate the nature of language in general, and by no means relies always on others for his jokes. "My aim," he almost concludes, "has been not to belittle the pun, but to aggrandize it; not to defuse it, but to suggest its range of fire-power. My hobby-horse may well have a spavined gait. If necessary, they shoot horses, don't they?" No need. And the hobby-horse has unearthed a piece of information long-buried in the (very) loose-box of my mind: once had a pony with a spavined gait which was cured by a dodgy operation known as "strapping". I had "seen", before, actually, reading, Max

Knowledge and inquiry

Looking at Science: The Physical World. A Closer Look. By David Fielding. Basil Blackwell £4.95 hard back, £2.25 paperback. **Action Nature: Flowering Plants.** By Alfred Leutscher. Trees. By Carolyn Boulton. Insects. By Joyce Pope. Franklin Watts £4.50 each. **The Young Scientist Investigates: Every day Chemicals. Sounds.** By Terry Jennings. Oxford University Press £2.95 each. **Science is Fun. Sand Play. Floating and Thinking.** By Ed Catherall. Wayland £3.50 each.

In these days of activity learning it is becoming unfashionable to produce science books for primary school children which are simply books of reference. In most cases there is at the very least an acceptance, however grudging, of the need to invite the active involvement of the learner if worthwhile learning is to take place. Some series start from such a premise, and are generally at least as much concerned with the process, the development of a scientific approach to problems posed by the world around, as with the product itself. Others produce what are in essence books of reference but whose authors have been persuaded to tack on an "activity section".

In between are those which manage to achieve a convincing integration of factual information and active participation. Titles cannot always be trusted in this regard. In this little sample *Looking at Science* suggests a fairly passive approach when it is in fact a series which is dedicated to keeping every body very busy. *The Young Scientist Investigates* promises a mode of study certainly not borne out by what lies between the covers. *Action Nature*, in so far as it conveys anything to the reader, conjures up visions of studying living things in an active way; it is not disappointed by the text. As to *Science is Fun*, there is undoubtedly an underlying assumption here that action is central to learning, but this series fails to move on far from that point.

The two latest titles from *Looking at Science* are *The Physical World* and *A*

Closer Look. In neither case is the title a very good indicator of content or approach. The topics treated in *The Physical World* turn out to be Weather and Survival. Light and how we use it and Magnetism and Electricity. They are treated as discrete areas of knowledge, no particular links between them being attempted. Transition from one topic to the next can therefore be somewhat abrupt, as at the beginning of part three, where the very first two sentences are "We can turn some magnets on and off. How is this?" The stated approach, however, is to interweave knowledge and inquiry, and this is generally well done. The suggested activities are carefully structured, and there is guidance about good ways of recording observations and experiments. The section on weather and survival should spark off children's interest though if David Fielding had chosen to work from the hazards of survival to the ways of understanding and measuring meteorological phenomena rather than the other way round, this would have been more easily assured.

A Closer Look encompasses another rag bag of topics, though under the more meaningful headings "Making Things Easy with Science", "Moving Things with Science" and "A Scientific Look at Nature". The first two receive much better treatment than the last, which gathers together some hardy perennials such as visits to the pond and the sea shore, the wood in winter and summer, plus a section on wild birds, giving them anything but a closer look. Most of the suggested activities and experiments are both worthwhile and practicable, though some, like the practical work on gears (page 12) could present difficulties. Overall, these books will keep children genuinely occupied, but I am not sure that the problem of grouping the material has been satisfactorily solved.

The three earlier titles in the *Action Nature* series adopt a rather traditional, specialist approach and it is important to realize that no criticism is implied by this. Evident throughout is a serious, no nonsense approach to three clearly identifiable topics: Insects, Trees and Flowering Plants, each, significantly, by a different author. A sensible balance is achieved



between worthwhile experimentation and the presentation of information, in both of which splendid illustrations play an important part. These robustly constructed books are aimed at older junior and younger secondary pupils who wish to pursue already familiar topics in rather more depth.

Everyday Chemicals and Sounds, from the series *The Young Scientist Investigates* have the same format, namely that we are given two splurges of information, copiously though not always tellingly illustrated, each followed by what might be called an "action section" on differently coloured paper, in which first of all the knowledge newly acquired is tested, then a number of activities, of rather mixed value, is proposed (I cannot think how copying a map of the West Indies could possibly further the understanding of how sugar gets from there to Great Britain). Lastly, there is a series of experiments to try, unexceptionable enough. One of the problems with this layout presents but does not attempt to solve is that of how the books should or could be used. Some of the suggested activities can be tackled straight away, while others rely on the occurrence of some other event such as, for example, a flash of lightning or the choosing and rehearsing of a play, all of which is not easy for the busy teacher, or even a parent, to cope with. I suppose that in practice such activities will be skipped over by children. The content of both books is pretty familiar, not enhanced in my opinion by the chosen format.

Ed Catherall, an experienced author of primary science texts, has written *Sand Play and Floating and Thinking* under the general title *Science is Fun*. I find it hard to imagine a situation in which these books would be of the slightest use, and would venture to suggest that the cost of both should be saved by giving children some sand and water to play with, preferably, though not essentially, in the presence of a reasonably intelligent adult.

Finally, a word of congratulation to all three publishers for their contribution to our multicultural society. In every case illustrations depict children of all colours.

Philip Hytch

Stirring muddy waters

Tracking Language and Study Skills in Secondary Science. By Lesley Bulman. Heinemann Educational Books £7.50. 0 435 57085 4. **Reading for Learning in the Sciences.** By Florence Davies and Terry Greene. Oliver and Boyd £2.75. 0 05 003768 4.

Between them, these two books pack a powerful message for science teachers, stirring the muddy waters of traditional teaching in a way which is, indeed, pertinent to all school subjects. The more expensive one, by Lesley Bulman, is possibly the better buy as it includes wider ranging study skills, as well as those of reading and writing. Both books are beautifully ordered and their layouts are clear and specific to their subject matter. All three authors recognize the difficulties of holding attention to science writing due to the lack of narrative and expression; problems exemplified in their own writing. Straight information, however well (if somewhat earnestly) written and presented, is not an easy read; a touch of humour would have helped. Possibly the most effective way in which their vital messages might be absorbed by teachers would be to provide some motivation for reading, like an examination.

The scientific mode of communication is neither easy nor natural, and in fact positively hampers understanding of the subject matter. Lesley Bulman argues that by improving these skills in our pupils we will bring the aim of science teaching closer - "an education through science" - which is, after all, part of the specialized work of the

science teacher. Teaching science can be so much "academic tennis", where the teacher plays the words and the pupils send them back in a slightly altered form.

Her concern for her subject is clear - "Pupils without these skills, after leaving education, will become bigoted, rigid, and finally, ignorant." She suggests that if the rest of the school is not interested in developing learning skills, the science department should go it alone until the whole school sees the light. Each chapter in her book is given a consistent format of introduction, discussion and strategies. Skills are described under five major headings, each then sub-divided into specific skills. These vary from reading to examination skills; use of resources to assignments skills.

Again, all three authors agree that textbooks are still an invaluable resource. Bulman, however, warns that even reviews in the TES are no substitute for seeing the book itself. And misusing textbooks by assigning the common homework of reading and making notes on it, are of little value unless teachers mark the work.

Reading for Learning in the Sciences is the second of three books resulting from a Schools Council project carried out at Nottingham University. The research team there devised a series of problems which obliged children to study a text carefully to find the solutions, going on to work in organized groups under a wide variety of teachers. The work was particularly concerned with the way children often fail to make personal sense of the words they read, and so fail to transfer

the information; a process the authors call receptive reading. Its overall aim was to understand how to make reading exciting and informative; that is good reflective rather than receptive reading.

Teachers working through Davies and Greene's text are offered detailed exercises to help them understand the way the children's textbooks are written, to harness the skills of reading with the material to be read. How many busy teachers, though, will be moved to analyse a text into the categories of "parts", "properties", "location" and "function", for example, as just a part of that understanding?

The authors do not see reading as an alternative to science practicals, but as an equally practical adjunct. They too reassure teachers that textbooks are valuable and describe a number of alternative modes of reading, designed to involve pupils. For example, text completion, where pupils are asked to predict, reconstruction of a scrambled text, or instruction on how to mark text to accentuate parts of it.

It is clear from the research that most science teachers are not teaching their pupils to read or to understand. Indeed, 93 per cent of pupils' reading has been found to be done in 30 second bouts. Teaching how to learn in science is, for many teachers, a long overdue task. Both these books should be included in the required reading for student science teachers.

Joan Freeman

Causal laws

Causality and Chance in Modern Physics. By David Bohm. Routledge & Kegan Paul £3.95. 0 7102 0031 5

Just as the ordinary mortal rarely stops to consider some of the deeper philosophical questions of life such as "Do I exist?" similarly teachers of physics rarely hesitate to consider the underlying premises and beliefs of many of the theories they transmit. In this book, Bohm (now Professor of Theoretical Physics at Birkbeck) charts the development of physics in terms of causal laws and the philosophy of mechanism, the view that the universe is simply one giant mechanism so that once all the causal laws are

known, we shall be able to predetermine its future. The author shows, often with useful and clear analogies, in a style accessible to the non-physicist, how developments in modern physics changed this simple perception. His main attack is on the thinking that arose out of quantum mechanics and the Uncertainty principle. This essentially led to a renunciation of the concept of causality because we can never hope to measure the properties of the system sufficiently accurately to discover the mechanisms at work. The author argues that the world has a "Qualitative and quantitative infinity" and we should not allow such theories to limit our thinking and expounds his own alternative interpretation of quantum theory and its implications.

This book is a lucid if somewhat verbose review of the philosophical basis of modern physics since Newton. First published in 1957 it has been restyled with a new preface, though it is a pity that the author has not taken the opportunity to reevaluate some of the book itself, if only to remove the use of ergs as units of energy.

Jonathan Osborne

IN BRIEF

Two vixens "playfighting" - an illustration from Foxe, one of three titles in the Mammal Society series of introductory booklets (20-24 pages) for older children (14 upwards) and amateur naturalists. The series, edited by Robert Burton, includes *Woodlice and Fallow Deer*, with titles on otters, shrews, hares, bats, moles and mink due later this year. (£1.95 each from Anthony Nelson Ltd, PO Box 9, Oswestry, Shropshire SY111BT.) The Mammal Society's youth group organizes activities and surveys for under 18s. Details and membership from The Mammal Society, Burlington House, Piccadilly, London W1V 0LQ.

More reviews in the Science Extra, 43-54

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A FALMER PRESS SPECIAL



The cult of the hero

Jessica Yates on Nazi ideology and children's literature

Children's literature in Hitler's Germany: the cultural policy of National Socialism. By Christa Kamenetzky. Ohio University Press £32.95. 0 8214 0699 X.

The admirable desire to put young people in touch with their cultural heritage, as manifested today right across the political spectrum, was completely perverted by the Nazis. Their concept of a German children's literature developed out of a genuine urge to revive German cultural roots in saga and folklore, which began at the end of the 19th century and was called the "Völkisch Movement".

Around that time the German Children's Literature Association was founded, and in its magazine, the *Jugendchriften-Warte*, many articles appeared advocating more quality and less didacticism in children's fiction. There was, however, some debate between the literary purists and the educationists, the latter advocating more study of folklore and legends.

In 1933 the Nazis officially took over the education system and the world of children's books. The *Jugendchriften-Warte* continued to be published, but under the control of the National Socialist Teachers' Association, and therefore carrying reviews and articles which advocated the incorporation of Nazi ideology into children's literature, with such features as the cult of the saga hero, the concept of the "German folk community", and a positive attitude to the forthcoming war.

Among the books publicly burned in the "ceremonies" of 1933 was the leading children's book, *Emil und Die Detektive* by Erich Kästner, a critic of the Nazi régime. After these initial purges, state censorship controlled the publication and reprinting of all books. The flow of books from abroad was greatly reduced, and publishers had to concentrate on traditional folktales and the sagas, which the Nazis reinterpreted according to those "ethical" values they wished to inculcate. The readiness of the Icelandic heroes to defend their own territory and carry on blood feuds, was perverted into a militaristic ideology which demanded absolute obedience to the Nazi warlords.

New fiction had to be pro-Nazi, most foreign fiction was banned, and fiction for girls was stereotyped, with heroines portrayed either as home-makers or war-time auxiliaries. Anti-semitism appeared as a minor theme in school textbooks, but there were picture books solely devoted to anti-semitism. The Nazis also set out to eliminate Christian celebrations and the very mention of Jesus from the school curriculum. Seasonal and pagan festivals were revived – or invented – particularly the winter solstice, which developed into a festival of the god Balder's birthday.

Although the Nazis developed a comprehensive system for the production and censorship of children's books, it appears more thorough on paper than it was in practice. Kamenetzky points out that many

teachers may have avoided implementing the guidelines, though they did not dare to oppose Nazism openly. Furthermore, education was disrupted by the war, evacuation and training in Hitler Youth activities.

Even if these propagandist books were borrowed and read by young Germans, what influence did they have? Ilse Koehn, author of *Mischling, Second Degree*, considered that her contemporaries found the Nazi ideology simply boring. How many students would have been sufficiently literate and enthusiastic to cope with the lengthier works of propaganda? George Orwell considered that if the young were influenced by what they read, it would be the fiction they chose for themselves which would have the greatest impact. Those who are concerned about such things today might examine the content of mass media and pulp fiction rather than "children's literature". (How the Nazis would have envied the drawing power of a Spielberg, for example!)

Mrs Kamenetzky has produced a work of thorough scholarship. Educated in Germany, and now a professor at an American university, she has researched and translated many resources from German and American archives. Her book, which is comparable to Felicity O'Dell's *Socialization through children's literature: the Soviet example* (CUP), demonstrates that media indoctrination is most dangerous when the state takes control of publishing and uses it to purvey a totalitarian ideology.



Tales of down under

Neil Philip on the history of Australian children's books

Australia Through the Looking Glass: Children's Fiction 1830-1980. By Brenda Niall, assisted by Frances O'Neill. Melbourne University Press £21.00. 0 522 84282 8. Available from HB Sales, Enterprise House, Ashford Road, Ashford, Middlesex TW15 1XB.

Harvey Darton subtitled his great study of *Children's Books in England* (third edition, Cambridge University Press, 1982), "Five Centuries of Social Life". In this admirably researched, perceptive and well-written survey of a century and a half of Australian children's fiction, Brenda Niall concentrates on the way children's books were shaped by, and helped to shape, the emerging nation. The Australians had to establish a new and vital culture, and to come to terms with a new land (and its original inhabitants). Brenda Niall sees children's books as intimately concerned in this process, and valuable witnesses to it.

This is not to say that she ignores aesthetic considerations: she is a shrewd and trustworthy reader, able to convey not just a sense of a book's content, but of its individual faults and virtues and its relation to similar titles. She is also concerned, as Darton was, with the role of the book trade. The early chapters of her book show how a distinctive Australian children's literature had to struggle out of the confines

of London-based publishing: not just in the late 19th and early 20th centuries when Ward Lock fairly cornered the Australian market, but even during the postwar boom overseas by Frank Eyre at the Australian branch of the Oxford University Press. Eyre's books were still printed and published in Britain; until 1979 OUP Australian authors still received a lower royalty for Australian sales, which counted as "overseas".

In a chapter which offers a full and challenging reconsideration of the family stories of Ethel Turner (the Australian Alcott, author of *Seven Little Australians*, 1894, and many subsequent titles), Niall discusses her Ward Lock editor William Steele's uneasiness with her unabashed Australian tone. Steele expressed her that, "a little English advice would help to... correct the free and easy, somewhat rowdy associations" of her work. Turner, who had celebrated in *Seven Little Australians* the "lurking spirit of joyousness and rebellion and mischief in nature here, and therefore

in children", ignored Steele's advice. She continued to raise editorial hackles by employing Australian slang and, as her themes became more adult and equivocal, by overstepping the permitted moral boundaries.

Niall is very good on Ethel Turner and other Ward Lock authors such as her arch-rival Mary Grant Bruce. But perhaps the best section of the book, and the most useful, is that dealing with the years 1830-90. Her arguments about the unfamiliar literature of this period are brilliantly illustrated by quotation from and discussion of representative texts, and she draws attention to a number of works, for instance "Edward Howe's" *The Boy in the Bush* (1859), of exceptional merit or interest. She divides early Australian children's books into four main categories: novels of plain adventure; documentary or "realistic" family comedies; and good works to find a modest fortune in Australia; and evangelical novels, in which the theme of "rebuilding a fortune" is replaced by that of "remaking a soul".

It is only with such novels as *Seven Little Australians* and Benjamin Parry's *The Golden Land* (1886), that children rather than young adults enter Australian children's books. It was Ethel Turner's achievement, Niall writes, to create "a line of heroines... of whom readers would ask, not the question 'what will happen to her?', but 'what will she do?'". No post-1950 writer is treated quite so warmly: grand claims have been made for recent Australian children's fiction, but Brenda Niall treads warily. She is suspicious, for instance, of the much-praised disaster novels of Ivan Southall, and what she calls their "hyperactive prose". And while she writes well about authors such as Nan Cheney, Joan Robinson, Colin Thiele, Eleanor Spence and H.F. Brinsmead, none wins unqualified praise.

Niall is less than fulsome, too, about Patricia Wrightson. While she praises some of Wrightson's early work, especially *I Own the Racecourse* (1968), her analysis of the much-vaunted *Wombat* trilogy is quietly devastating.

Wrightson's fantasies are seen as a major step forward in making use of native Australian material and settings in non-realistic fiction, but as unsatisfactory works of art. Brenda Niall is very interesting on the difficulty Australian writers have found in writing fantasy, after importing innumerable European traditions to this outpost, or as with Wrightson, making what is a native and patronising use of aboriginal belief and legend. The minds of those writers who could have created a genuinely Australian fantasy, for instance, P.L. Travers, were attuned to the Old World, finding nothing to nourish them in the New. The solitary, rum-bustious exception is Norman Lindsay's first food and fast action comic fantasy *The Magic Pudding* (1918). Lindsay's comment on the European heritage is short and to the point: "if a kid were to be given his choice between food and lairies as delectable reading matter... he would plump for food".

Lindsay is refreshing, too, after the insistent moralizing of his predecessors. "Even in the sacred name of business," he wrote to his publisher, "I cannot lend a hand to the sentimental perversion of youth". But both his book and his attitude were sports from the main growth. Brenda Niall traces that growth with admirable care and lucidity; in doing so, she has been assisted in research by Frances O'Neill, who has provided an excellent index.

A fair fight

Reading and Righting. By Robert Leeson. Colling £6.95. 0 00184413 X £4.95. 0 0018415 6.

No one writes about children's books like Bob Leeson. With no other critic do you feel quite as conscious of a voice that speaks on the side of the children. Not from their point of view, but always in their corner, even when this pits him against those literary heavyweights who are fighting the corner of the book.

Leeson has become the children's champion as a result of his almost weekly contacts with them in schools, libraries, readers and critics. He says their influence "has shaped my style of writing more than I can easily describe. And he fights fair too, though he doesn't pull any punches. Every sentence he writes is now how opposed to the critics like Brian Alderson and John Rowe Townsend who for so long shaped the rules of the game in their

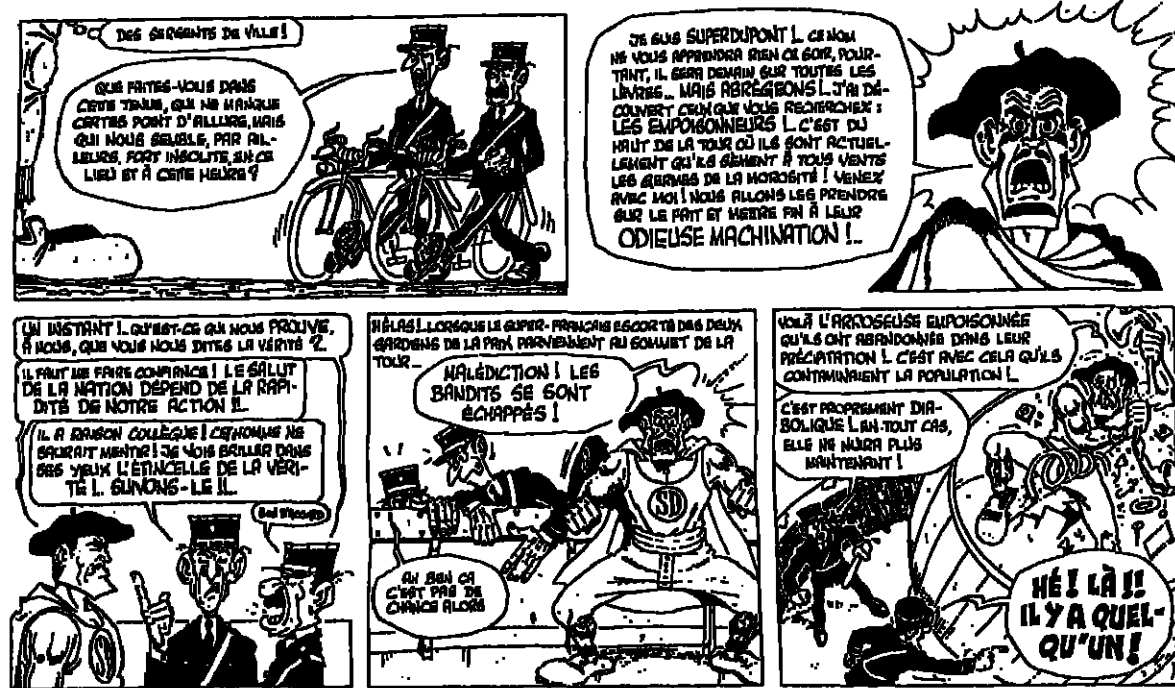
children's books columns in *The Times* and *Guardian*. But he doesn't so much knock them down as stand back and watch them trip over their own feet.

So what is the fight all about? Why does children's literature provide an arena for critics to roll up their sleeves and slog it out? To simplify by caricature, here is the scene: on my left, a group of "social critics" like Leeson, who believe that books for children should take account of their audience and not contribute to the "cultural invisibility" of whole groups like Blacks, the working class or women. On my right, the literary establishment of the children's book world, who review in the *TES* and believe that writers must write for themselves and that books can be wonderful in spite of the fact that they are not your child's

read them" (Fred Inglis). Both groups contain critics who are also writers, like Bob Leeson, though there are more of these in the literary than the social corner. What the social critics do is move the spotlight of criticism to the child, to the language, to the chapters on the "cultural invisibility" of the children's literature. The literary establishment of the period took their heads. Library bookshelves were filled with nice clean copies of prize-winning books, while teachers and publishers were identifying a new kind of audience, or non-audience – the reluctant reader. If you are reading for the children it makes you want to stand up and cheer when you read the so-called "reluctant" reader was in fact the great unrecognized

critic of the 60s and 70s. The book is not just about mid-twentieth century criticism. Leeson takes the tradition of Europe and refines it into a written literature of great subtlety and skill but at the expense of that vitality which came from its wider cultural roots. It's a plausible account of how a stultifying, poetry-loving, naïve culture could become largely anti-literature. The new impulse towards community and fringe publishing, the "DIY" criticism which Leeson advocates, moves from parents, teachers and librarians that made writers re-consider what they were doing, all amount to a revitalizing of the literature and giving back large numbers of people their

Mary Hoffman



Classy strips

Ann Corbett on the French language 'bandes dessinées'

success of the 1950s French language weeklies and monthlies, most notably the Belgian *Tin Tin* and *Spirou*, founded in the 1930s, and then given a second wind. Then in 1959, came *Pilote*, launched by *Asstrix*'s creators Goscinny and Uderzo on a world just coming to terms with television and pop music. A French school had been passed through *Pilote*.

With the 1960s move into collectible, album format, the great days of the French BD had arrived. *Asstrix* (1961) set the style: 8 to 11 frames per page, 48 pages, good colour print, and a story that was both witty and exciting. It was followed by Morris' *Lucky Luke*, the poor lonesome cowboy, long, long way from home (born in magazine

form in 1947) E.P. Jacobs' *Blake and Mortimer* (1950), Jack Martin's historical impeccable *Alx* (recently honoured with an exhibition at the Sorbonne, *Ave Alx*), and Franquin's accident-prone *Gaston la Gaffe* (comic phrase: the what-the-hell 'M' ending), and science fiction *Lone Sloan* (1966). They were joined in the 1970s by Hugo Pratt's *Corto Maltese*, whose Venetian story lines were fed by Ruskin, Greg's *Achille Talon* 1975, Fred's *Philémon*, Mézières' and Christin's *Valentin* and various old albums of Claire Bretécher. The intelligentsia was hooked. Alain Resnais founded a critical review. The fans' tail off hundreds of fan magazines (*fanazines*) with teachers playing a prominent role, and General De Gaulle remarked that he had a rival in *Tin Tin*.

Tin Tin was on the way to world sales, which by the 1980s would total 70 million in 33 languages, *Asstrix* was set for 40 million in 22 languages, *Gaston* and *Lucky Luke* over 20 million. Last year in France alone, where the BD represents about 3 per cent of the trade turnover, over 500 new titles and around 18 million copies were produced. The best sellers, like *Lucky Luke*'s latest venture, the *Daily Star*, which takes him into newspaper magnate land, are able to count on sales of more than a million, others reckon to be profitable once the 8,000 barrier is past.

The challenge now is to keep the BD an inventive art form when it is such a very big business. Part of the *Pilote* stable has put its effort into a more adult genre. The BD should be

allowed to grow up with its public, said people like Reiser (who died recently), Drulillet, Serre, Cabu and Sind, who had constantly fallen foul of the law. That has meant much erotic material and intensely black humour (eg in the early editions of *L'Echo du Savant*). Younger artists have rediscovered America (MAD has been an important influence). Some have found new themes. Not all, however, retain the intellectual bravura of the early days, though one young man, Tilo, known for his series the *Tendres Banlieues* was recently quoted as saying that he personally scarcely reads BDs. He gets his ideas from reading Gabriel Garcia Marquez or seeing a film of Wim Wenders.

The reviews in which pre-publication continues (*A Survire Casterman*, *Charlie* and *Pilote* from Dargaud, *Chou* from Glénat, *Fluide Glacial* from Audie, *Métal Hurlant* and *Métal Avenue* from Humanoides Associées) show how wide the specialist publishers now cast their net. In many cases the erotic is more in evidence than the intellect, and at its best it is still stylishly French (for example Serre). Here leisure life in-word and it is very evidently felt by all that is graphically and verbally new. But there are also obvious efforts to widen the educational market: Bayard Presse has a strong market for children and adolescents (*Opkapi*, *Astropil* and *Phosphore*). Hachette, Larousse, Nathan have "BDed" the classics and history. Belin is strong on sciences.

The present government, a number of whose members are the BD generation, tries to ride the tiger. Its aim is to safeguard the cultural phenomenon while encouraging greater economic exploitation. It sees the BD as classically French as gastronomy and Gauguin. A national copyright library of BDs now exists and Angoulême and its measures have been launched which particularly help the export trade, like grants for translations and participation in international fairs.

But the hyper-realists (that is a BD genre too) are pessimistic. Filippini comments on the last BD fair at Angoulême at which five of the 30 prizes went to artists working in the now fashionable black and white, all were foreigners (though three Francophone) and three of the six work for Casterman: "Angoulême is too concerned with respectability." That is the BD world does indeed seem a cardinal sin.

Prize collection

Brian Alderson on the International Youth Library at Schloss Blutenburg

There's something to be said for putting large numbers of children's books into the dungeons of a medieval castle and locking them in behind impenetrable doors. I can think of plenty that might be kept there in perpetuity to stop them being foisted on the poor souls for whom they were intended. Such incarceration is not, however, the policy of the International Youth Library at its headquarters at Schloss Blutenburg, near Munich.

The Schloss is indeed medieval; it does have dungeons – but of the roughest possible kind – and it does store away in them, on ingenious, electrically operated, compact shelving, over 400,000 children's books. These – increasing at the rate of several thousand a year – are the core of a remarkable enterprise which deserves a good deal more notice and support than it has received since its inception in 1949. It is nothing short of a heroic, if vain, attempt to keep and extend a collection of all the world's children's books, the remnants of which may then be used by anyone in the world who has need of them.

But although the children's books at the Schloss are necessarily the focal point of the collection, the library's serious presence would be seriously diminished without the many-faceted cataloguing that it receives. The fact that over 100 languages are represented in the collection makes for plenty of problems on its own account. In addition, though, within national or language groupings, there is an amazing cross-use of adapted editions, translations and illustrations, a knowledge of which is vital if the library's serious comparative study of children's literature is ever to be fulfilled.

As well as its attempt to fashion a catalogue for its unusual purpose, the

library also provides an international reference collection, which must be, along with that of the Children's Book Institute in Stockholm, one of the best in the world, and is certainly beyond anything that we can match it with in Britain. Not only does it have specialist resources of nearly 15,000 volumes in 50 languages, but it also attempts to analyse and catalogue all the significant material on children's literature that appears in a large range of international periodicals.

Bibliographic endeavour on this scale highlights what has seemed to some people to be a contradiction in the library's very existence: the holding of a large number of children's books to be used by adults. Certainly it was viewed thus by the founder of the library, the formidable Jella Lepman, whose aim was that the collection should be a gift to the world's children. But when the direction of the library passed to Walter Scherf in 1957 he was quick to realize that the only justification for the library's collecting policy was a scholarly one. (Nevertheless, both before and after its move to Blutenburg, the library has had a leading section that caters solely for children from various cultures, and a section for the study of children's literature, both of which are well served by the library's ever-increasing internationalism in both the publishing and the discussion of children's books.)

There can be no doubt that Walter Scherf's plan for the library was the right one – even though the magnitude of the conception reminds one that that other castle of Neuschwanstein is not so far away from Munich. Ever since they were invented, children's books have crossed national boundaries without let or hindrance. (England's first translation of Perrault in 1729 is one of the best there is: the children's

America were brought up on English children's books far well over a 100 years ago.) But the opportunity to study and widen our understanding of these connections, both of the past and of the present, is entirely dependent upon the presence of a collection like that at the International Youth Library, dedicated to amassing the evidence.

For many years the library has run a generous stipend scheme to which students are enabled to spend several months working in the collection. (When I visited it last November, an English graduate was just completing a year's work.) But the opportunity to look at – and discovering the complexities of – children's books related to the Second World War.) In its time, the library benefits from the generosity of those publishers who give it copies of all their books. Nevertheless, this is a rather hit-or-miss procedure and it is surely time that a better coordinated, surely time that a better coordinated, cooperative move was made to try to ensure that as much as possible of the way to the castle. Not the least of the advantages of such an operation would be to assuage any impatience that might stir among the national and state benefactors in Germany who are different in their funding the library. With this ever-increasing internationalism in both the publishing and the discussion of children's books, the collection like the one at Munich should become essential, and even when British are not very energetic in expanding their own support for scholarship in the field, it would be nice to know that they acknowledge an international taking that does.

Further information about the library and its services may be obtained from: The International Youth Library, Schloss Blutenburg, München-Park 8000, West Germany.

Word power

Children's Literature. Annual of the Modern Language Association Division on Children's Literature. Volume 12. Edited by Compton Rees et al. Yale University Press £30.00. 0 300 03144 0. £9.95 0 300 03179 3.

This year's *Children's Literature* has the usual complement of goofy pieces: Jeanie Watson plasters obvious interpretive remarks all over "Goblin Market" and Suzanne Rahn writes a mad piece (or is it a joke?) about politics and psychology in *The Tale of Two Bad Mice*.

Many of the other articles and reviews are more rewarding – despite

being horribly solemn. Geraldine De Luca probes the allegorical elements in the Sendak picture books with considerable intelligence. Dennis B. Quinn argues cogently about the unconquering fantasy in the Narnia books; and there is what must surely be a most interesting debate between Perry Nodelman and Eleanor Cameron about the latter's novel *Beyond Silence*. Unfortunately though, like most of her writings, the book hasn't crossed the Atlantic.

Perhaps the best piece – and certainly the most human – is Craig Werner's "Blind: Child's View of Children's Literature". Unpretentious, responsive, this is a must to say about what goes on when we hear (see?) stories, and it makes a powerful case for "the nourishment of words alone".

Brian Alderson

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Stately views

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ARTS

Radio
Sure touch

There is in the BBC a form known as the "knocking chit". Its purpose is to allow a studio manager to get any hammering stopped in the vicinity of his or her studio. The listener (and indeed studio managers) might be forgiven for thinking that not enough knocking chits are reaching their intended destinations. "Sound effect: persistent knocking" seems to be an increasingly frequent component of many live programmes. The phantom knocker is not, however, the only spirit abroad in the apparently crumbling corridors of Broadcasting House.

A new confidence and sureness of touch is creeping into unexpected corners of the output. For example, one of the sports reporters, Charles Colville, is now presenting bulletins in the *Today* programme which sound as if they have been compiled by a human intelligence. They are varied, stylish and perceptive; and imply that the world of sport does actually contain a number of inflated egos and cigar-smoking, blinkered administrators. Colville also manages on occasion to put down Timpon and Redhead.

Another interesting development is on Radio 1, which has a new controller, Johnny Beasley. Although he has denied that he will "dramatically" alter the network, he promises some changes and next Thursday (7.45pm)

a live debate is being broadcast from Margate. On the Dole or on the Scum? Presented by Simon Bates, it coincides with the start of what has become an annual migration of out-of-work young people to seaside resorts from unemployment blackspots. The effects of withdrawing benefits to young people who leave home is just one of the issues that it will cover. Beasley's predecessor went on record as saying that if you transmit more than a few minutes of speech on Radio 1, everyone re-tuned. It would be good to see him proved wrong and for Bates' debate to find and inform an audience. Unemployment is also the subject of a new, carefully titled series, *Workforce* (Radio 4, Sunday 10.15pm). It will include an interview with Lord Young (late of the MSC) and a discussion about the way we train our workforce after the age of 16.

Reality makes a rare intrusion in the world of radio comedy in King Street Junior (Radio 4, Mondays 12.27, repeated Tuesdays 6.30). Written by a teacher, Jim Eldridge, it features an idealistic recruit to the profession from industry, Eric Brown (played by Peter Davison). A brash headmaster attempts to restrain his verve while the deputy head is preoccupied with reaching a particular roundabout before the five o'clock rush hour on his daily journey home. The staff worry about pay and extra duties. According to one of the cast, Paul Copley (himself a former teacher), it is well-written and promises to be worth a listen.

David Self



Community plays are 10-a-penny nowadays, but the massive event which swamped Sadlers Wells Theatre recently was out of the ordinary in a number of ways. In *All Change at the Angel*, written by the father and son team of Brian Clark (*Whose Life Is It Anyway?*) and Stephen Clark, with music by our own critic Andrew Peggle, and under the direction of Jim Mason (seconded from his post at Islington Green School), 180 amateur actors and 45 amateur musicians took the stage.

The action spanned 350 years of history and was based on extensive research both into archives and into local residents' memories, with both the district's naughty-naughty past and more seriously embattled present heavily influencing the dialogue and lyrics. The script was overloaded with good intentions and the result was an inevitably patchy entertainment seen frequently by Peggle's spare and graceful score (a superb performance for amateurs) and also by a number of excellent actors.

The event was part of a larger, community development project in which local children will join Ballet Rambert for "dance days" (until March 30), with the chance later in the year to go backstage and also watch rehearsals.

Michael Church

On the dark side

Crawl, Tara Arts TIE. Video *Wicked*. Half Moon Young People's Theatre.

Tara's new venture, a three-person TIE team, set their first programme in Amritsar in 1919. *Crawl* is about the darker side of British involvement in the Raj, by an Indian woman who disapproves of her son's association with the British, and more particularly with Christianity. After the incident, the Indian population of Amritsar were made to crawl past the scene, as a mark of atonement.

This is a thoughtful and challenging piece, made more so by the company's continual changing of role. Everyone, as it were, plays everyone else. Devised for the 13 to 16-year-old age group from documentary material.

Crawl is non-participatory. After the performance there's "hot seating" (the interrogation by the audience of the characters) followed by a general discussion. Teachers booking the programme are provided with a detailed teacher's pack that gives the background to the story. The pack, with its chilling newsclippings of the day, comes with a cassette tape that tells the First World War, reminding us that Indians fought shoulder to shoulder with the British in the trenches, only to have the tables treacherously turned on them afterwards.

Another play that gives an Asian perspective on British ways in a less depressing way is Dilip Hiro's *Video Wicked*. Hiro's hero is Iqbal, a 16-year-old cockney-speaking, Bangladeshi boy, infatuated with a girl called Shirley. But Shirley's brother and Iqbal's mother disapprove of the match, for more or less similar reasons.

The *Romeo and Juliet* parallel is obvious: Stepeny replacing Verona, Kung Fu replacing sword play, obsessive watching of videos replacing youthful japes. Ingenious use is made of a projected screen and film, especially shot for the play; there are some splendid performances (especially Dhirendra as the engagingly naive Iqbal) and a determinedly light-hearted style of direction. *Video Wicked* is just right for teenagers, demonstrating that anti-racist plays don't have to be deadly serious.

Nick Baker

(Both *Crawl* and *Video Wicked* are touring London schools and youth clubs. Tara: 01-871 1458. Half Moon Young People's Theatre: 01-701 1141).

Scene setting

Create Your Own Stage Sets. By Terry Thomas. A & C Black, 29.95, 0 7136 2494 9

This is an excellently produced 196-page manual of practical guidance in making scenery from preliminary design, through detailed construction, to rehearsal and performance. Who does what? and how? are presented in lucid step-by-step instructions, with clearly marked drawings making processes easy to follow. Valuable sections on "Devices for saving time and space", "Difficult plays in different ways", stimulate new approaches to work and encourage boldness in extending the repertoire of school/amateur dramatics. A handy symbol throughout signalling "don't miss this", a glossary of technical terms, and a good index are features ensuring its usefulness to drama groups everywhere.

John James

Bandwagon

National Concert Band Festival Wembley Conference Centre, Saturday 30 March 10am-8pm

Bands come in as many varieties as the famous brand of tinned food: brass bands, big bands, wind bands and more. The National Concert Band Festival is a line-up of instrumentalists and each with its own individual musical style. The concert band, pride of small-town USA, is one of the most versatile of all. When wind instruments - flutes, clarinets, saxophones, bassoon, oboes - combine with brass, it is equally at home with Berlioz or Brahms. Add a rhythm section and you have a Glen Miller "big band" sound. The first ever Concert Band Festival promises a day that will dole out the various combinations of instruments in all their glorious versatility. The festival begins with big bands; at around 12.30pm the school bands take over, and at about 3pm the big symphonic bands of up to 70 players take the stage. In all, over 1,000 musicians will take part.

Concert bands are losing their Salvation Army image. Now, because of their flexibility, they are becoming a popular alternative to the school orchestra. And any notion that bands are favoured by adult males living in the North of England will be quickly dispelled by a glance at the country-wide origins of the competitors, and the number of girls in both wind and brass sections. The South of England is represented by such groups as the Redbridge Music School, and the Tottenham Military Band, the Midlands by the Birmingham Schools Wind Orchestra and, rare for a metropolitan festival, there are two bands from Scotland (the Glasgow Wind Band and the Campbelltown Grammar School Band). South Gloucestershire has the flag for Wales and Dublin Post Office workers who play in the Union Band will be the only non-British bands.

In the schools section it is good to see some old favourites from the National Festival of Music for Youth. Lytham St Anne's School, whose choir is frequently acclaimed, has entered its band, and Sealy School whose colourful jazz orchestra sent the judges at last year's festival running for cover, is fielding the band which is, under its director Tony Turner, already a big attraction in the Scarborough area. Some well-known names will be helping things to swing during the concert: Henry Kelly, assisted by Captain Frank Renton of the Royal Auxiliary Don Lusher and Dennis Matthews will be among the adjudicators. The draw for the order of appearance will be announced on Saturday morning on TV, and the winners will be announced on Saturday morning on TV, and the winners will be announced on Saturday morning on TV.

trophy will be presented to the best band in each section and there are more modest awards for the different instrumental groups, and also for outstanding soloists and conductors; a trip to an international conference in Belgium, or perhaps some music or even a year's subscription to *Crescendo* magazine.

The National Concert Band Festival is organised by Roostery and Hawkes and TV Times.

Dulwich College Preparatory School Centenary Concert Fairfield Hall, Croydon, March 18

Proud parents swell with pride as very small boys in very short trousers give the 1812 overture all they've got. The "mighty" orchestra amassed for the Dulwich College Preparatory School concert is a tribute to their robustness, for the lights being used in most schools today are already well on their way to becoming museum pieces.

In part, this is because of technological advances within the stage lighting industry, particularly the development of a new range of reliable and more efficient tungsten halogen bulbs (technically referred to as "lamps"). To a great extent it is due to an attempt by the children's own school orchestra to provide a more professional sound, and to the needs of the educational world and small theatres in mind. Nevertheless, it still means that the majority of lanterns most frequently encountered in the non-professional theatre are no longer in production.

The position is further complicated by the fact that there are now several firms supplying equipment in a field once dominated by Strand Electric, now trading as Rank Strand Ltd. But although their names and shapes have changed, the three different families of stage lighting instruments still remain the same.

Fresnel spot spotlights are the standards, used for giving general overall illumination on the stage. Profile spots, as their name suggests, give a hard-edged precise beam to highlight an area or isolate a soloist. Floodlights are generally used only to illuminate scenery, backcloths and cycloramas. Within each of these families manufacturers usually produce a range of more or less powerful lanterns.

Among the fresnel spot spots by far the commonest in schools is still the now-discontinued 500-watt Strand Electric Pat 123. Nearly every school in the country must have four, six or even more of these luminaires which resemble grey metal rugby balls with one flattened end. Replacement lamps are still available for them; and because of their reliability the lanterns themselves will remain in use for many years to come.

In the current catalogues the old Pat 123 has been replaced by slightly smaller, more rectangular units which accept either 500W or more powerful

iOle!

Wales National Opera workshops St Adolphus Campion school, Edington, Birmingham.

WNO's six week project with 200 11 to 13-year-olds from Birmingham schools culminated this week in two joint performances of *Carmen*, (schools were divided into morning/afternoon sessions), by the four WNO singers and the pupils themselves. Their music and drama contributions were woven into a run through of the opera prior to visiting WNO's production at the Birmingham Hippodrome next week.

"We invited the schools to choose any scene or piece of music from the opera to work on for this presentation," explained Sue Harris, WNO's education officer. "We wanted them to have an active role rather than manipulate them" into just playing the crowd."

The afternoon session produced a parade-ground scene with a group of women outlooking singing the "Urchin's chorus", an improvised but flight to the crowd's jubilant rendition of the (tender) song, and the reversal of the café preceding the fateful quarrel between Carmen and Don José for which many children had made their own masks, (a response to the theatre).

The children's own songbooks showed the variety of interests which their opera-making had sparked off. Some concentrated on the story and characters, some on costume, others on the new technical information, with detailed drawings of stage sets.

The lack of polish to the children's scenes disappointed Sue Harris, though teachers were impressed with the energetic enthusiasm reflected in the children's work.

Ann Fitzgerald

Next week

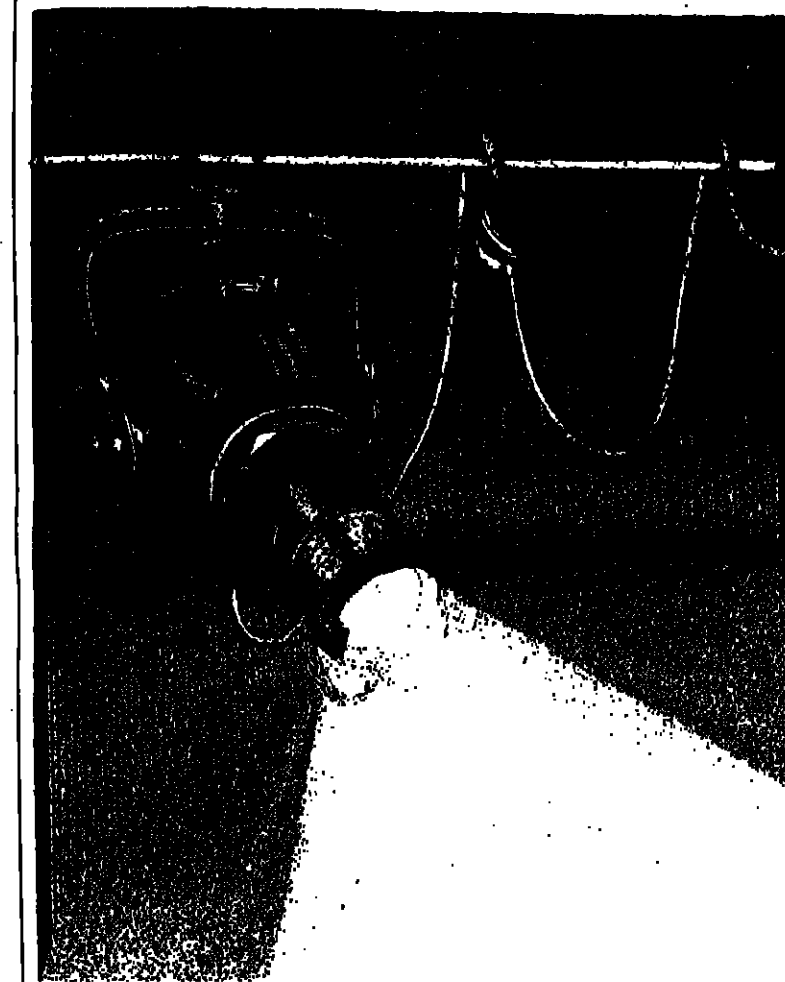
Harry Judge reviews *The Life and Death of the Schools Council*

Endpage

Reviews of recent film books, including David Robinson's *Chaplin biography*; Ling...

ACADEMY TWO
LAURENCE OLIVIER
RICHARD III
JOHN GIELGUD, CLAIRE BLOOM, RALPH RICHARDSON

RESOURCES



SPOT ON

Hugh David looks at the latest developments in stage lighting for school productions

It is only a couple of weeks before the school play is due to open that anyone gives a thought to the lights. For the rest of the time they hang dusty, forlorn and forgotten from a bar across the ceiling of the hall. That they continue to work year in, year out, dependably illuminating everything from the Christmas production of *Joseph and the Amazing Technicolor Dreamcoat* to any number of parents' association discos and summer prize-givings is a tribute to their robustness, for the lights being used in most schools today are already well on their way to becoming museum pieces.

In part, this is because of technological advances within the stage lighting industry, particularly the development of a new range of reliable and more efficient tungsten halogen bulbs (technically referred to as "lamps"). To a great extent it is due to an attempt by the children's own school orchestra to provide a more professional sound, and to the needs of the educational world and small theatres in mind. Nevertheless, it still means that the majority of lanterns most frequently encountered in the non-professional theatre are no longer in production.

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firms supplying equipment in a field once dominated by Strand Electric, now trading as Rank Strand Ltd. But although their names and shapes have changed, the three different families of stage lighting instruments still remain the same.

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Among the fresnel spot spots by far the commonest in schools is still the now-discontinued 500-watt Strand Electric Pat 123. Nearly every school in the country must have four, six or even more of these luminaires which resemble grey metal rugby balls with one flattened end. Replacement lamps are still available for them; and because of their reliability the lanterns themselves will remain in use for many years to come.

In the current catalogues the old Pat 123 has been replaced by slightly smaller, more rectangular units which accept either 500W or more powerful

650W lamps. It has two direct successors in the new Rank Strand range. The 500W or 650W *Prelude F* is an all-purpose lantern for both the amateur and professional stage. The smaller (and cheaper) 500W *Minim* has been specially designed with amateur and educational use in mind. Compact and neat - so neat, in fact, that they are occasionally used to illuminate shop window displays - *Minimis* are perhaps better suited to intimate studio work and are at their best when used close in, at about six metres from the stage. Among other manufacturers, CCT Ltd produce the *Minnette 650* Fresnel which is part of a range specifically designed for school and small-stage use.

Prices vary. Shopping around, for fresnel lanterns as much as for any other piece of stage equipment, can save pounds, but on average the manufacturers' prices for a 500W or 650W *fresnel* lantern (without lamp) are around £40; replacement lamps (which burn only for about 400 hours) cost about £20. There is sound economic sense in the professionals' cry of "Save the lamps!"

Not quite a *fresnel*, but for all that a very versatile lantern, is the *Spotpak*, manufactured by W J Furse & Co Ltd. A general, all purpose spotlight (SPK 500/650), available in either 500W or 650W models, it has an interchangeable lens system which enables it to be used as either a soft- or hard-edged spotlight. As a soft-edged lantern it is the equivalent of the *Minim* *Fresnel*, the *Prelude F* or the *Minnette*. Converted to function as a hard-edged light, it is similar to the new range of 500W and 650W profile spots.

Over the next few years these will be taking over from the old Strand Electric Pat 23 spotlight in schools, village halls and many of our smaller theatres. On the market for around 30 years, this is by far the most successful spotlight ever produced.

Its successors in the Rank Strand catalogue are again in the *Minim* and *Prelude* ranges. The *Minim 23* Profile spot accepts lamps of either 500 or 300 watts. Slightly more powerful are the *Prelude 1636* and *Prelude 2848* lanterns, which take either 500W or 650W lamps. The only difference between them in fact is their respective beam spreads: the 1636 has a narrower, more intense light (the figures refer to the minimum and maximum beam angles). The equivalent CCT luminaire is again in the *Minnette* range, the *M650* Profile. Because of their more complicated optics, profile spots are more expensive than *fresnels* (500W and 650W lanterns are advertised at between £50 and £60, without lamps).

As the names *Minim*, *Prelude* and *Minnette* suggest, all these lanterns are only the babies at the bottom of complete ranges of lighting. Each manufacturer also produces a larger *fresnel* (and similar "prism convex") soft spots, a range of more powerful profile spots, both taking lamps of 1,000 and 2,000 watts, and all the more specialized equipment needed by professional theatres.

Few if any of these lanterns will find their way into schools on a permanent basis. 1,000W luminaires are the norm in even the largest professional theatres; in the majority of school halls they are simply too powerful, and even when one is called for - during the production of a musical, for instance, when a really powerful follow-spot is needed - it is much cheaper to hire it for the duration of the run.

But larger secondary schools, in which a couple of elderly 1,000W

fresnels (typically the old Strand Electric Pat 7436) might just be lurking on the bar among all the 123s, should note that they too have been discontinued, along with the equivalent Pat 264 1,000W profile spots and even the more recent T-Spots. (The 264 will soon be totally obsolete when replacement lamps become unavailable.) In their place in the new Rank Strand system is the 1,000-watt *Harmony* series which, like the *Prelude*, has a range of both *fresnels* and profile spots. CCT produce a versatile 1,000W *Starlette* *fresnel*, while Furse have both the JFR 1000 *fresnel* and the JFR 1000S profile spot.

Technical developments in the design of the third family of lights, the once-lowly floodlights, have been at least as far-reaching as those affecting the optically more complex *fresnels* and profiles. Originally little more than a bulb in a box like a biscuit tin (and many home-made floods were exactly that), they are now fitted with linear tungsten halogen lamps and designed to avoid the uneven spread of light which used to ruin so many landscapes and sunsets. The Rank Strand *Coda* range is specifically designed for illuminating backcloths and cycloramas, accepts either 500W or 200W long-life lamps and is available either singly or grouped in threes or fours. Both the CCT *Minnette* floods (also available with 300W lamps) and the Furse LFL 250W series (only available singly or in three-blocks) are similarly improved.

Although they are primarily geared to serve the professional market, both the manufacturers and major suppliers of stage lighting equipment are surprisingly helpful to educational and amateur customers. All display a concern not just to sell new equipment but to ensure that the replacements are both right and necessary. The three manufacturers mentioned above produce fully illustrated, informative and technically comprehensive catalogues. Rank Strand go even further and offer an excellent two-part, everything-you-need-to-know guide, *Lighting the Amateur Stage*. Originally a supplement to their customers' magazine, *Tales*, it is still available from the address below.

Equally useful for the non-specialists who still find themselves responsible for the stage and all that surrounds it is a new *Reference Manual* produced by Donmar, a leading theatrical supply company. Though it is not specifically concerned with lights, it both illustrates and names just about everything else to be found on a stage, from musical instruments to the various types of scenery. It is a useful reference for those who know exactly what they want but can only describe it as "the doobly that goes on the whists" (£1 from Donmar Sales, 22 Shors' Gardens, Covent Garden, London WC2).

Rank Strand Ltd, PO Box 51, Great West Road, Brentford, Middlesex TW8
CCT Theatre Lighting Ltd, Windsor House, 20 Willow Lane, Mitcham, Surrey CR4 4NA
W J Furse & Co Ltd, Theatre Division, Traffic Street, Nottingham NG2 1NF



Living Shakespeare?

The Living Literature Shakespeare Series £4.77 each (plus 72p VAT and 20p postage)
Cromwell Audio Revision Tapes Hamilton House, Unit 17, Brixworth Way, Brixworth, Northampton NN2 2JF

...he has appeared in productions at Leicester's Haymarket and Phoenix theatres, they are completely appropriate and the tapes are a most useful addition to the repertoire of teachers and students alike. The tapes are a most useful addition to the repertoire of teachers and students alike. The tapes are a most useful addition to the repertoire of teachers and students alike.

Henry IV Part 1 was sent for review, although tapes cover all the plays regularly set for O-level. Each follows the same pattern. There is a short introduction to the background of the play, a plot summary, character studies, a deeper investigation of themes, a critical review (or, "Who said this to whom?") and a selection of exam-type essay questions.

An introductory tape, *Starting Shakespeare*, begins with the usual

Fact or opinion?

Election '83 Northern Ireland Since 1979 The Thatcher Government and the Unions

By F I Magee Local Government By Tom Brennan Price 90p each Longman Group Ltd, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

Part source material and part comment, this new Political Studies series is designed for A-level students, as an introduction to important issues in contemporary politics.

Mr Magee is careful to quote the sources of his statistics and tables and the newspaper articles which are reproduced in their original formats. But where his sources are Green Papers or Acts of Parliament, as in *The Thatcher Government and the Unions*, it's not always so easy to distinguish what is quotation, what is précis and what is author's comment. This raises the whole question of objectivity, never far from politics writers' concern, and where selection is bias, never an area in which they'll find universal acclaim.

Perhaps it would have been better to separate quoted sources from editorial remarks, but it's clear why Mr Magee did it; he wanted to provide a linking, explanatory narrative. Perhaps he should, therefore, have made a specific disclaimer about his own objectivity, and made clearer not just the distinction between his narrative and primary sources, but the distinction within the primary source material, between fact and opinion.

Then again, there's the distinction between the harder facts such as the voting figures in *Election '83* and the ones you can make dents in, such as *Ivor Crewe's* *Guardian* survey of voting patterns which was based not on known figures but on opinion polls.

It's not that Mr Magee has tried to pull any wool over anyone's eyes; far from it. But in publications which come on as straight and impartial facts, as these do, extra care has to be taken to make it clear that nothing is ever quite so simple. You can't always rely on the questioning and evaluating skills that students should acquire in the course of their Political Studies; sometimes they don't.

By the nature of his topic, Mr Brennan has been able to avoid some of these problems. Although attitudes to local government have been transformed recently by the rate-capping issue, this booklet wasn't able to be that up to date. Consequently, local government as treated here is a less controversial issue than the other three topics, and more factual. Mr Brennan explains the workings of local government with clarity, drawing on carefully-attributed secondary sources, diagrams, tables, and Bradford Metropolitan Council's "Your Rates Explained", reproduced in five bold pages.

These are all welcome booklets; a useful idea usefully executed - just provided they are dispensed with the label "Caution; to be used as directed by the prescriber".

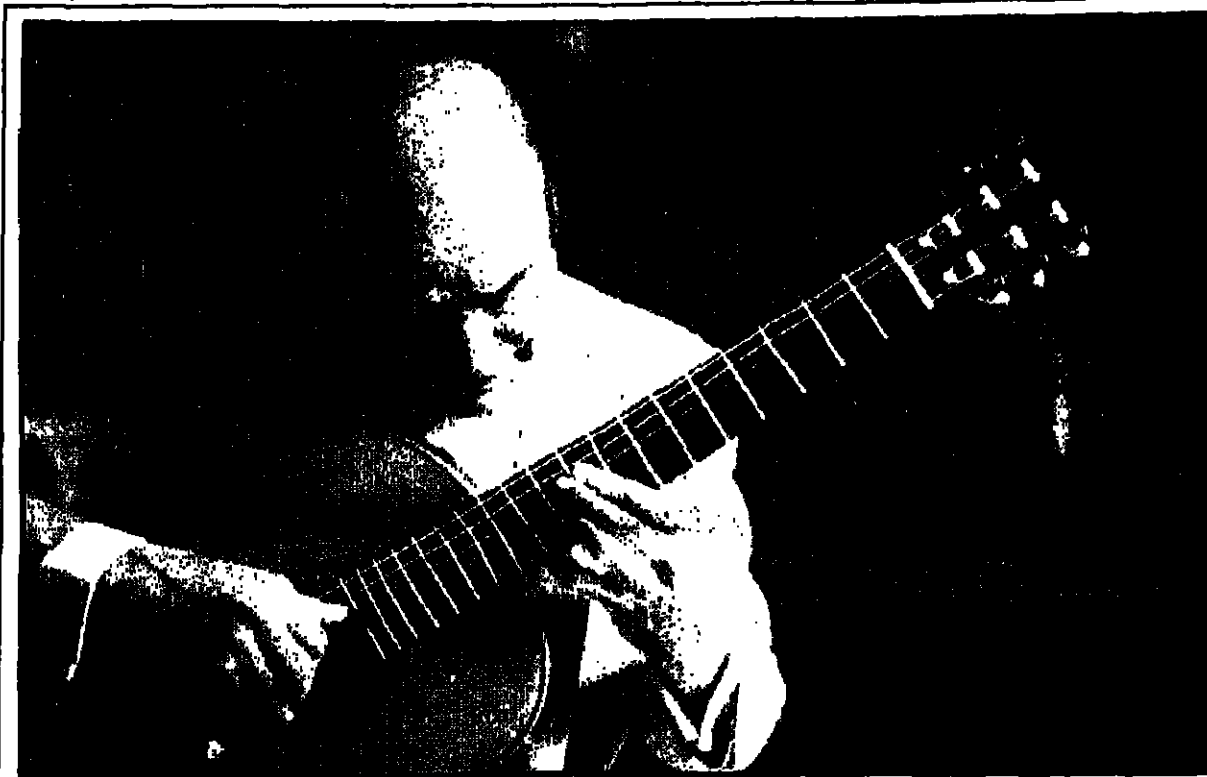
Jessica Saraga

tentative apology "Many people feel some hesitation when approaching Shakespeare", but goes on to make some useful observations as it covers his life and times, art and technique and to describe the playhouses.

We are told the tapes are primarily aimed at those studying for O-level and other 16-plus examinations but that they will also be most helpful to university students and "drama groups". We are also told that students will find them acceptable because they associate tapes with pleasure. Whether this will be the case after they have listened to these measured soliloquies is a moot point. Tape is an extraordinary medium for such factual revision aids. I appreciate of course that they would serve as a slightly up-market version of Coles' Notes for the blind, but it will be a very special student who has the patience to reduce one of these tapes to the sort of note from which one can actually revise.

David Self

MEDIA



Maestro of Seville

Nick Baker on Julian Bream's television series on the guitar

[Guitarra]
Channel 4, Sundays 9.15pm.

"Had we lived in some rude and remote part of the world and been told that it is possible, only by a hollow piece of wood and the guts of beasts stirred by the fingers of men, to make so sweet and melodious music, we should have thought it utterly impossible." So wrote 17th-century giant Joseph Hall about the guitar. Little did he know that in two centuries' time it would be a favourite instrument.

So where did the guitar come from? How did it originate? If you want answers to these questions, go to your public library. If you don't, but enjoy for its own sake the music of Spain, superlatively played on its national instrument, then *Guitarra* is not to be missed. For while Julian Bream does outline some of the guitar's early history, it's quite evident from the

programme (devised by himself) that his real enthusiasm is for playing. Hence the commentary is pleasingly spare.

In the first programme broadcast last Sunday, Bream deals with an early eight-stringed version of the guitar, the *vihuela*. Even in the early 15th-century days, the music is surprisingly ornate. You can't help thinking, watching Bream play against lavish Seville locations, that those early musicians must have been prodigiously skillful.

Oddly enough, the baroque guitar (debut with its next week's edition) has simpler music written for it - mainly adapted ballads and dance tunes. The instrument itself is more ornate, with 10 strings. Bream confesses, with risible modesty, that he's fairly new to this "Rolls Royce ukelele".

All the instruments he plays in the series are hand-made by his private instrument maker, José Romanillos, an ex-attendant in a North London mental hospital, who taught himself

guitar making. Romanillos also appears in the series. Professionally, he and Bream are inseparable.

Director Barry Gavin echoes the courtly and leisurely tempi of the early pieces with some magnificent camera work. But this is no Sunday night travelogue; instead, it's an attempt to try and match music and culture by juxtaposing images and music. For example, while we hear a baroque piece, we get close-ups of modern Spanish faces compared with detail from the paintings of Velázquez and Murillo - a technique that can have some directors falling flat on their faces, it works here, beautifully.

Not to be missed in next week's programme, a waggish Bream playing both parts of a Bocarini *Fandango*, with nifty editing and split screening. In forthcoming programmes we're promised the popular, modern composers like Albeniz and Rodrigo and later on, the soundtrack on compact disc and cassette.

Anything goes

CHILDREN'S TELEVISION
No 73
ITV, Saturdays 10.0am.

Years ago, when we were small, long before even the *Multi-Coloured Swap Shop* had been thought of, Saturday mornings had a different feel. Two young to work, kids got up and went out, round to their friends. But it was never just to Ronald's or Sarah's; they were always going "next door" or "down to No 6".

More than anything, it is this informal matinee which *No 73* brings to mind. ITV's Saturday-morning alternative to Mike Read's *SuperStore* plunges its viewers right into the rough-and-tumble of other people's lives. Specifically into one: Ethel Davies'. She it is who lives at *No 73*. Standing behind the kitchen table, she hosts the weekly *Sandwich Quiz* (special guests have to answer questions and assemble jam butties) and, though she's forever banning them, it's Ethel who turns a blind eye to the bands who "practise" every week in her cellar.

Other guests drop in on one pretext or another. Elton John, Nik Kershaw and even Nicholas Parsons have all grabbed cups of coffee in the odd moments when Ethel or one of her friends is not hauling an old Super 8 projector onto the table to show cartoons (Donald Duck and Road Runner are the staples) or loading the latest pop promo into a video which lives on the dresser.

Zoo vet David Taylor is another

regular caller. Of late he's taken to holding his Saturday-morning surgery in the kitchen. Children have been arriving with their terrapins, cats and mice, and then been sent away with advice on how to keep them healthy.

As in *SuperStore* and all the other live shows, there are phone-ins - *No 73* comes from the TVS studios in Maidstone, so the unfamiliar regional number is endlessly repeated - and the inevitable competitions. These vary from quick, on-the-spot questions, seemingly thrown in ad lib (prizes are usually "something from Ethel's 'Junk Trunk'"), to more elaborate postcard games. Currently, pencils are poised for the announcement of the winners of the "Super Slout" competition. Sponsored by British Airways, it has had viewers glued to their sets for over a month, watching out for clues which will have helped them answer questions about crime prevention. Prize: a trip to San Francisco, where the five winners will be guests of the California Police Department.

Crime prevention doesn't have a lot to do with pop videos, cartoons and pet care, but then *No 73*'s that sort of show. Anything goes. It's a lot looser than *SuperStore*, its relaxed, laid-back style occasionally degenerating into silliness, chaos and moments of total TV awfulness, but somehow it works. We all know households like *No 73*. They work so well, and that is probably the most coherent reason why the show is back for a third series.

Hugh David

'The 2C Team'

Hugh David reviews the BBC's new children's series 'Who, Sir? Me, Sir?'

CHILDREN'S TELEVISION
Who, Sir? Me, Sir?
BBC1, Tuesdays 5.10pm.

When teacher Sam Sylvester throws down a challenge in the first episode of *Who, Sir? Me, Sir?* he initiates another round in a battle which has been presided over by every Secretary of State for Education since Shirley Williams.

Doubtless one of the National Union of Teachers' "poor bloody infantry" (Scale 2 at the most), he teaches at Hawkwood, known locally as "Glas works Comprehensive". But he enjoys it; his morale is high. And, committed to the comprehensive ideal, he is convinced that the oaks in his own form are every bit as good as the upper-class wimps from Greycoats Independent School down the road. Not academically perhaps (at Greycoats they have just 12 in a class), but in every other way. Hence his challenge: given six months' training, Hawkwood will take on Greycoats and beat them on their own ground, the tetrahedron.

This comes as rather a shock to Nutty, Hoomey and the rest in Sam's class 2C. They have never shot an arrow, ridden a horse, swum a stroke or run after anything except a bus in their lives. Undaunted, however, they throw themselves into the task, and the BBC comedy drama serial follows their progress.

Adapted from K M Peyton's novel of the same name, it is a stylish comedy of manners. Either that or the BBC have really got it in for the independent sector. The Hawkwood kids are so awful - gauche, ugly and underprivileged - and the Greycoats kids by contrast so suave and elegant that we're not for the confident sweep of the story and Colin Clark's practical direction, no one would mind if the indomitable Nutty and her team were shot, trampled, drowned or trounced in their training. We do, of course, and purely because they do have to ride on horses literally rescued from the knacker's yard.

Who, Sir? Me, Sir? is a very clever story which contrives to get just about everything right. It is not too heavy for older brothers to enjoy, nor so light that it excludes their younger sisters. It is funny, but not silly, so that we go on wondering what will happen; and if it is weighted in favour of the majority - comprehensive school - audience, isn't that to be expected?

These post-Billy Bunter days could be a load of toffs with names like Sebastian, really be allowed to win? Crisley, even their teacher's called Piers!



Billy Bunter, with Nutty, Jack and Hoomey

END PAGE

The Old and the New Policies and Polemics in Soviet Cinema 1918-1935



The Metro Cinema, Green Lane, Derby

When, as they have done over the past four years, selected items from the London Film Festival go on tour to the regions, it may seem like the rich man scattering crumbs. The reality is somewhat different.

The regional film theatres are one of the success stories in British cinema, at a time of declining audiences, and most of them enjoy a relationship with the local community which is not available to their counterparts in London. They often serve as community art centres, extending their activities well beyond the role traditionally associated with film clubs (you can forget the image of village halls, accident-prone projectors and grainy prints of *How the Steel Was Tempered*).

Many play a notable role in further and adult education and, especially in the case of the smaller theatres, they have a degree of flexibility and a relative freedom from commercial pressures that allows them to experiment and to explore new ways of presenting and looking at film.

Take, for example, the Edinburgh Filmhouse. Here, in April, May and June last year they ran a season under the title "Dangerous Encounters", described to me by Ian Christie, head of distribution at the British Film Institute, as "a disguised alternative history of British cinema". From Hitchcock's *Blackmail*, through

Michael Powell's *Peeping Tom* to *Panama from Heaven*, it established the continuity of the evolution of a peculiarly British version of the psychological thriller, in the context of which Roman Polanski's two British films, *Cul-de-Sac* and *Repulsion*, no longer look like exotic imports.

The extensive programme notes provided for audiences at the Filmhouse revealed, in particular, the hostility of critics, at the time when the films were first released, to a view of British society in such marked contrast to that offered by more conventional, *In Which We Serve*, *Kind Hearts and Coronets*, *On Up the Khyber* versions of what went on under the British bowler.

The BFI gives varying types and levels of support to around 40 film theatres. The arrangements are flexible enough to meet the needs of theatres which differ widely in size and aims. There are currently some 15 RFTs which receive direct funding from the BFI and extensive help with designing programmes, booking prints and publicity. They include the Bristol Watershed, set up in 1983, a media centre offering a range of activities which, apart from film, include video and photography courses, lectures and an art gallery; another media centre, the Tyneside Cinema in Newcastle, supported through a grant from North-

ern Arts; and smaller projects, like the Dartington Film Theatre.

The remainder, not directly funded by the BFI, receive different levels of help with programming, or with publicity and booking. In Scotland, funds for such media centres as the Edinburgh Filmhouse - an outstanding success story, with nearly a 10 per cent increase in audiences over the previous year in 1984 - are channelled through the Scottish Arts Council.

The media centres represent the most radical departure from the accepted image of the film society. They are not only designed to bring together a number of different media activities under one roof, but to suggest new ways of examining how the communications media represent reality, and they tend to invite participation rather than passive acceptance.

The National Museum of Photography, Film and Television in Bradford, though centred on permanent and temporary exhibition areas, is far more than a series of galleries with a coffee bar at one end. Opened in 1983, it has a superb cinema boasting a vast IMAX screen and, with the two theatres at the Bradford Playhouse, offers a variety of programmes from the latest releases to more specialised events.

The museum recently showed a season of science fiction films, linked



Suzanna in 'The Marriage of Figaro'

new approach to *The Marriage of Figaro*, *The Barber of Seville* and *Tippett's King Priam*.

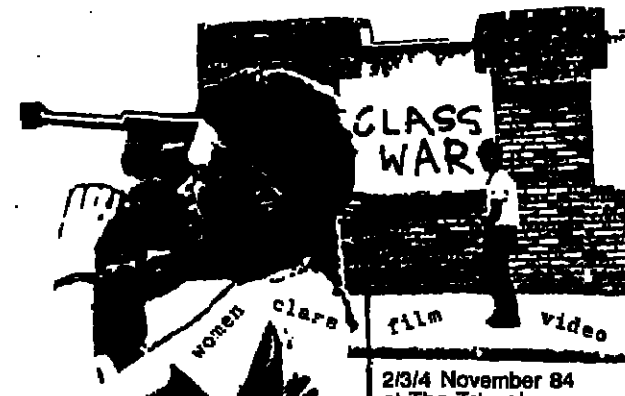
King Priam, written by Sir Michael Tippett, the company's president and a pacifist, was one of the educational highlights of the spring season. There was a three day, sixth form workshop at the British Museum on January 21-23, at which the influences of war and peace on music was examined against the historical background of the Trojan Wars as seen in the museum's Classical collection.

Understanding the period and the great movements of the time which influenced its creative artists, is essential to any real understanding of the work. Thus the company has produced a series of approximately seven minutes each, edited from OU television courses. An accompanying detailed booklet offers ideas on how the material can be used.

Although the original brief had youth work in mind, the pack is aimed at all adults who are working with other people whether in the community, social work or teaching context.

The approach is that of contemporary oral history. Each sequence shows different people discussing an aspect of their lives and what significance certain events or ideas had for them.

Susan Thomas



2/3/4 November 84
at The Triangle
Gosta Green
Birmingham B4 7ET

Regional ratings

Robin Buss on the success of the regional film theatres

to an exhibition in the main galleries on scientific photography. It has suites of studios for photography and video, which can be booked by organized parties, and an education department which struck me as enthusiastic and anxious to develop links with schools and colleges. The cinema prices are also very reasonable, especially by London standards.

The media centres and most film theatres recognize the possibilities of their role as educational facilities: some, like the Triangle in Birmingham, the Sherman Film Theatre in Cardiff or the MacRobert Arts Centre at the University of Stirling, have direct associations with higher education. The Triangle offers music, theatre, photography, workshop activity and lectures, as well as cinema. Like many RFTs it publicizes its activities through a free newsletter; the Bristol Watershed is another example.

Lively and well-produced, the Watershed's newsletter gives a diary of events, information about the media centre and its activities, such as video production and familiarization courses, and brief programme notes on films. The cover of the January issue advertised an exhibition of postwar British comics; the concern for layout and design, in contrast to the drabber, if more earnest publications of some smaller film theatres and arts centres,

suggests one reason for the Watershed's success.

The decline in the commercial cinema is not necessarily an indication of a decline in the significance of film culture. What it does mean is that audiences and their expectations are changing. While the media centres emphasize cinema in relation to other media, invite participation and break down purist distinctions between film and video, events such as the annual Women's Film Weekend at Cinema City in Norwich bring together films made for commercial distribution, "non-commercial" and foreign films and present them in a fresh context.

The 1984 BFI Film and Television Yearbook emphasizes the need for RFTs to develop contacts and obtain finance through partnerships with a variety of public and private organizations. It sees its own role as one of assistance and encouragement, not manipulation: in no sense is this a centrally-controlled enterprise - London's nod in the direction of "regional" culture. Eventually, the BFI believes, there could be as many as 10 large media centres throughout the country, with dozens of smaller theatres, allowing "the bulk of the population to live within the catchment area of an institution which can help open up the mysteries of the moving image, and make its heritage accessible to it as an ambitious, but not unrealistic aim."

Video bank

"It's a vast resource, still underutilized. There's a huge bank of visual material generated over the years which sits in a room waiting to be used."

Open University's video library at Milton Keynes, which stores a copy of almost every programme put out by the OU since its inception. Surprisingly, he is the first person to have been employed to examine how far that material could be used for purposes other than OU course work. In January 1983 he was appointed OU Youth Services Project Officer with the task of exploring the relevance of existing OU written and audio-visual materials to the Youth Service.

"All the material is catalogued and it's relatively easy to get a crude impression of what's available. But there is no short cut to looking through programmes. Even if you only come up with two minutes of archive material it can be worth it."

One of the results of his research is *How We See the World: Exploring Attitudes and Experiences*, a video-led training pack which will be available for distribution from the beginning of April. It contains a total of 16 sequences of approximately seven minutes each, edited from OU television courses. An accompanying detailed booklet offers ideas on how the material can be used.

Although the original brief had youth work in mind, the pack is aimed at all adults who are working with other people whether in the community, social work or teaching context.

The approach is that of contemporary oral history. Each sequence shows different people discussing an aspect of their lives and what significance certain events or ideas had for them.

Andy Wiggins has been careful to select a range of people who reflect the cultural diversity of contemporary Britain, though each person's experience can have quite a wide relevance.

"A sequence about how a young homosexual man 'came out' to his parents, for example, raises questions about how young people tell important things to their parents. It could have been a girl announcing she was pregnant, or someone saying they wanted to leave home or not to go to university."

The idea has not been to produce a video of finished statements but a series of examples which can be used in different ways: to stimulate discussion among viewers about their own experiences.

Videos can and are used in many different ways. But, says Andy Wiggins, "The problem is that the standard and quality of back-up material is appalling. Lots of people are making videos without any back-up at all and teachers often haven't got the time to think up ways of using the material. Many of the people making videos aren't educationists. They are good at putting pictures together but they are not rooted in how people learn."

Nevertheless, he is convinced that the market for educational and training videos will expand: "The OU has got a vast resource of material to build on and though the cuts are biting, programmes are still being made every year and adding to the stock. Nobody else has got the access and skills to edit, deliver and network such material."

For further information on the video pack contact Andy Wiggins, OU Centre for Continuing Education, Sherwood House, Sherwood Drive, Milton Keynes MK6 3HW.

Bob Dent

briefings radio & tv

For schools

BRITISH SOCIAL HISTORY
(Monday 10.38, BBC2)
"Education for All" gives 14 to 16-year-olds the background to the 1870 and 1902 Education Acts.

JUNIOR MATHS
(Mon 11.20, Thurs 9.48, ITV)
A revision programme. "Animation" features mathematical concepts reinforced for the over-sevens with animated sequences.

THE MUSIC ARCADE
(Mon 14.40, Wed 11.17, BBC2)
A presentation of music composed by schools during the term to go with a given piece of film. Nine to 11-year-olds also see a performance of "Buckeye Holiday from 'Rodeo'".

A PLACE TO LIVE
(Tues 10.17, Fri 9.30, ITV)
What is the difference between a butterfly and a moth? How do they feed? What do caterpillars eat? The over-eights investigate in "More Butterflies and Moths".

HOW WE USED TO LIVE
(Wed 11.39, Fri 9.47, ITV)
The town of Bradley is paralysed by the General Strike of 1926. Alexander and Maggie strike-break to work on a prestige order and everyone listens to BBC strike bulletins. Eleven to 13-year-olds see how people pick up the threads when the strike collapses.

WOMEN IN THE TWENTIETH CENTURY
(Monday 00.50, VHF4)
"Women and the Vote"
What power did the vote give women? Did it affect how resources could be directed and used in the interests of women? What effect does it have on economic power?

SCENE
(Thurs 10.34, Fri 14.00, BBC2)
A documentary film for 14 to 16-year-olds. Boxing is more popular than ever, but what about the problem of brain damage? "Boxing on the Ropes" looks at the latest medical research and asks if the sport should be banned.

Continuing education
THE RICHARD DIMBLEBY LECTURE
(Friday, March 22, 22.20, BBC1)
Dame Mary Warnock, the first woman to give the lecture, speaks to the title "Teacher Teach Thyself". She argues for a new professionalism in schools, defines the nature of education, discusses what schools are for and analyses the reasons for the decline in morale in many schools.

WORKFORCE
(Sun 22.15, Wed 11.00, Radio 4)
This quarterly report reflects the changing nature of work and the development of new jobs such as employment policy and industrial relations, providing a regular forum for information and ideas. Brian Redhead interviews Lord Young, Minister of State, Portfolio, who has a special interest in employment and training.

THE DOMESDAY PROJECT
(Friday 10.38, BBC2)
The "ZigZag" special on the Domesday Project (a being repeated this week. Over 12,000 schools have now applied to take part in this massive project to compile a 20th-century "Domesday Book" on interactive videodisc.

4 Television Programme Recording

Titles Available for Week Commencing Sunday 24th March 1985.

Sunday 24th March
5.30 The Business Programme fee code F
Tuesday 26th March
3.45 Years Ahead fee code B
5.30 Low Tech Beds & Boards fee code C
Wednesday 27th March
6.30 The Living Body: Ageing fee code E
8.30 Diverse Reports fee code B
Thursday 28th March
10.30 Design Matters
Your Land or Ours? fee code C



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GUILD LEARNING
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Telephone (0753) 83122

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The attachment of the present
 admission form. This is a selec-
 tive school with a distin-
 guished academic record.
 Application forms and
 further particulars (stamped
 addressed envelope please)
 from the Divisional Education
 Officer, Divisional Education
 Office, 12 Windmill Street,
 Cravens, Kent AA1 1BE.
 Closing date 9th April 1988.

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TEACHER (Group 8)
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Application forms and further details obtainable from Mr R. Benson, College Harbour House, 100, Colnehar Hythe CT21 4PE (enquiries please). To be returned by 14th April 1985. Re-advertisement. Previous applicants need not re-apply.

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10

EXTRA

Positive achievement

Science for children with moderate learning difficulties
by Roy Purnell

Science by its very nature is an intensely logical subject. From our first breath we are by our survival natural scientists. Young children in their every exploration are observing and reacting, making instinctive scientific judgements and then reacting to those messages. This feature is within us all without reference to ability. Yet it appears a large section of the school community, namely those with moderate learning difficulties, are being denied the opportunity to take in the natural world of science.

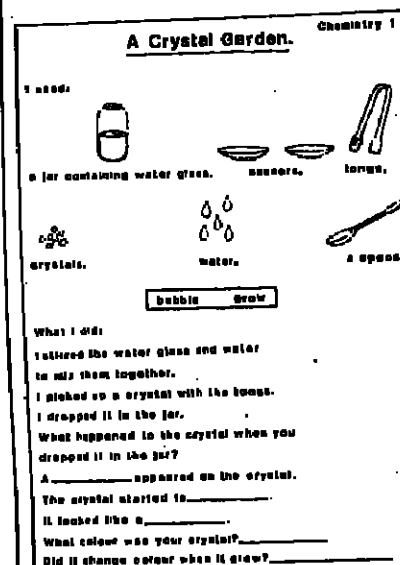
This state of affairs is not only apparent but real. Brennan's 1979 survey of curricular provision for the slow learners showed the hard facts. Profitable work in science could be found in only 1 in 50 primary schools, 1 in 6 secondary and 1 in 9 special schools. In many instances, the subject was seen as a mass of facts and data to be assimilated and digested. Science like all subjects must have some facts but the process rather than the accumulation is most important.

Science is about observation of objects and how these objects behave. The scientist, and remember we are all scientists, looks at the way objects change under controlled or non-controlled situations. A scientist may watch a daisy grow in its natural environment. He may see how a daisy behaves in laboratory under artificial conditions. But at all times he is looking for changes and patterns.

Science for children with moderate learning difficulties must be "hands on". Copying reams from books is not science, covering a card with leaves is not science. Nevertheless, both activities pose as science in so many of today's schools. Practical work obviously means apparatus. But this can and must be obtainable in the home or in the school. If the equipment is complicated it becomes expensive.

Science by its very nature is an intensely logical subject. From our first breath we are by our survival natural scientists. Young children in their every exploration are observing and reacting, making instinctive scientific judgements and then reacting to those messages. This feature is within us all without reference to ability. Yet it appears a large section of the school community, namely those with moderate learning difficulties, are being denied the opportunity to take in the natural world of science.

After observation, the scientist be he a five-year-old or a fifty-year-old, needs to communicate his findings to



others. The record can be in pictorial form, in a model, in a written form or in a number of other ways. The scientist must be able to convey ideas to others. If there is a pattern it will be more apparent if others can share and delve into the record or the findings.

So every child, whether he be blessed with natural ability or one who has moderate learning difficulties, should be led through the process of handling familiar apparatus given the

opportunity to observe, record and then finally think. A tall order because there are so many other demands, but the subject must be tackled because as well as the virtues mentioned previously the subject promotes the language skills of talking, reading, writing and listening.

Realizing that the children with moderate learning difficulties in Gwent were receiving little or no science, I, with the encouragement of Roger Baker, a Gwent local authority county psychologist, decided to tackle the problem at the local level. The technique was similar to that used by myself for producing material for the average primary school child in science outlined in *The TES* (September 1984). Under a Manpower Services Commission sponsored project, unemployed trained teachers tried and tested child-centred workcards in science for children from 5 to 11 years.

For the child with moderate learning difficulties initially I thought that the teacher needed the ideas and support. If the teachers were given the confidence, then the subject would be taught. But I was soon disabused; my MSC-paid researches discovered that the teachers of such children demanded material of a similar nature that is child-centred.

The researchers, four in number, initiated science experiments at their base of Gwent College of Higher Education. The experiments were then tried and tested in the front line, that is with children in local special schools. The children aged from 7 to 11 were to be found in special units attached to normal schools being put there because of learning difficulties quite often being missed from the local neighbourhood.

It was soon discovered that if such children were to be taken through the scientific method and be given the opportunity to promote their language skills, the child-centred material had to be different. These pupils needed the reassurance of positive achievement, their experiments must be exciting, the apparatus needed to be cheap and familiar.

With the help and advice of Roger Baker, the cards were produced in a black and white format. Apparently this mode of production has had proven success, children with moderate learning difficulties get distracted by colour and fuss. There was also the added advantage of such cards being easily photocopied.

Above is a card taken from the topic of chemistry. Each child would have his/her own photocopy of the card. The experiment was carried out with, and in discussion with the teacher. Teacher's notes were supplied with the card so that preparation was facilitated. An illustration of an empty jar can be found on the back of the card so that the child could draw a picture of his/her crystal garden. The experiment was remarkably successful, the appeal was instant and attention grabbing. The child was taken through the process of science with a "hands on" experience, he/she could observe closely, there was an opportunity to record. The child had been given a worthwhile experience which stimulated the process of reading, writing, listening and certainly talking.

A whole range of topics was covered. The topics and experiments had to be short to maintain interest. But longer term material was introduced after a remarkably short period. All the work was performed with simple apparatus and the knowledge needed was a layman's view of science. The only essential qualification was that of a sympathetic understanding of the needs of children with moderate learning difficulties. *Curriculum Needs for Slow Learners*, Evans Methuen.

Roy Purnell is project director based at Gwent College of Higher Education, Gwent, NP23 5TA.

Varieties of life

Biology Data and Resource Book. By J. Hawes, P. Machinis, R. Meyer and P. Stanbury.
Hulton £6.85. 07175 12916
Biological Science, Volume 2. By Green, Stout, Taylor and Koper.
Cambridge University Press £8.95.
0521 269512.

The second volume of *Biological Science* follows rapidly on the heels of the first. In this the authors and publishers are to be congratulated as so often teachers have a long frustrating wait for "continuation" volumes and this delay affects planning. Variety of life, biochemistry, cell structure, histology, nutrition and energy utilization were the topics covered in the first volume; the second deals with transport, coordination, movement, homeostasis, excretion, reproduction, development, genetics, evolution and speciation. Experiments, investigations and questions (with answers) are also included. The two volumes provide comprehensive coverage of syllabuses in advanced level biology.

The standards set by the first volume have been maintained: the text is precise, thorough and copiously illustrated. There are black and white illustrations, photographs, photomicrographs, flow diagrams and summary tables. Typical examples are the summary of the events during the propagation of a nerve impulse and the tabulation of the major human endocrines. The diagrams are good to look at and they reinforce and extend the explanations within the text. For instance, the role of the vertebrae as compression members and the ligaments and muscles as tension members of the rabbit skeleton are clarified in a half page annotated diagram.

The photographs have been selected with care. I did not find one of poor contrast or focus and some are lovely to look at, like a bat in flight or pollen grains on a flower stigma. Especially good are the photographs and drawings of cell division: one, that of the polar view of the equatorial plate in the final stages of meiosis, I have never seen so clearly before. The authors are painstaking in their explanations of some of the more problematic and difficult areas of biology: they describe the movement of water molecules using the idea of water potential and the older terminology of diffusion pressure deficit and suction pressure. It is not just the difficult or new topics that are well explained, so are traditional areas like the comparative embryology of the vertebrate circulatory system.

Biological Science Volume 2 is as thorough and up to date as any now

text book could be - even Prince Harry features on Queen Victoria's family tree!

This cannot be said of *Biology Data and Resource Book*. Most biologists now use the natural divisions of cellular organisms into prokaryotes and eukaryotes, yet here the classification of living organisms is based on the six divisions of virus, bacteria, plant, fungus, invertebrate and vertebrate and the new terms are not in any of the relevant sections or even the index. The old-fashioned nature of the data is reflected in the biochemical part of the book where ethanol, methanol and ethyne (the ASE accepted names) are referred to as acetaldehyde, formaldehyde and acetylene. There are the spellings sulfide and sulfur too and this belies the origin of the whole text.

The book is different from any other on the market. It has sections on the history of biology, methodology of biology, the current key ideas and the impact of biology on society and is made up of an alphabetical sequence based on these areas: each entry restricted to two facing pages with extensive cross referencing. This looks impressive but the content of the sections is disappointing. Not only is much of the material dated, there are strange omissions too. "How biologists discover" outlines and gives examples of the scientific method but nowhere is the word "hypothesis" used. Any O or A level candidate will be familiar with this word and the section dealing with methodology should mention it somewhere. No indication of scale reduction or magnification is given on any of the drawings: if you are not familiar with the organisms illustrated you could be forgiven for thinking that the invertebrates of forest leaf litter and the fungi of decay were the same size as a coconut palm! There are errors too: for instance the label line for the nuclear membrane in a cell (page 11) is in fact pointing to a chloroplast.

Nevertheless, there are some interesting bits, like the section on the development on the light microscope, and the potted biographies of notable biologists. Obviously the ones featured have been selected from a vast number but the inclusion of the eponymous biologists like Huxley and Gold would have been useful. However, the bulk of the data is already available in books that should be in any biology department.

Biology Data and Resource Book is a good idea but the authors have failed to provide accurate up-to-date data or "a resource for learning and solving problems" which will "turn the student into a thinking biologist" as they claim in their preface.

Jackie Hardie

Full of colour

Starting Science Book 1. By Alan Fraser and Ian Gilchrist.
Oxford University Press £3.25. 0 19 914235 1

Twenty years ago, many science text books looked very dull, with few illustrations and those limited to small neat diagrams of apparatus. Then came black and white photographs and even the occasional cartoon, two colours were used and full colour has recently made a cautious appearance.

Such caution is thrown to the winds in *Starting Science* 1, to great effect. There is a profusion of full colour illustrations, several on every page, all of a very high standard and chosen to complement, not distract from, the text. As well as photographs, diagrams etc., there are some pretty illustrations of animals and plants, similar to those used in coffee table "Books of the Country".

This book is aimed at a rather different market, however, as it "provides material for the first year of all modern integrated science courses" and the content is fairly standard. The eight chapters are subdivided into "units" which have a "Starting off" and a "Going further" page with a third page, "Let's go on", which is a more demanding material. Most pages and

with about six questions, mainly of the more or less difficult comprehension type, and some of these are, unfortunately, rather uninspired. The final question is usually "Try to find out" and many of these are extremely difficult for a first year adult.

This book is not a "complete course" or background reader, but gives notes and information to accompany work done in class and will be welcomed by teachers who feel that more should be done to make reading an integral part of science lessons. The integral part of science lessons, the reading level seems to be average or above, but all pupils will enjoy dipping into such an attractively presented book.

Lynne Marjoram

First rate physics

A huge "American text" (600 large pages, lavishly illustrated) covers basic concepts and applications of physics with a particular relationship to the life sciences. *General Physics with Biological Sciences* (Wiley, £44), by J. B. Marion and W. F. Hornyak, is up-to-date in its coverage of classical and modern physics. This is a first-rate presentation of the sort of work done in a British sixth form; if a copy could be afforded for the school library, it would prove a worthwhile acquisition.

W. Kellaway

Rising to the challenge

John Gilbert and Don Horscroft introduce the Practice of Science Education course

Confucius's curse "May you live in interesting times" could be said to have been laid on science teachers at the moment. There is considerable pressure, from the DES, for a rapid and substantial expansion of primary science. At the secondary level, the current slogan is "science for all" which has become associated with a diversity of proposals for change. They include the greater integration of science and technology; a major review of examinations and assessment procedures, including the introduction of profiling techniques; a greater interaction of schools and industry; the introduction of resource-based learning methods, and many others.

These challenges have emerged in a bleak landscape: falling rolls have led to a reduction in the number of new colleagues, with their associated fresh ideas; school mergers channel precious energy into thoughts of self-preservation; the tightening of student-teacher ratios leave even less time for innovative work. Secondments to in-service courses have been reduced, and those opportunities that do exist often involve considerable travel at personally inconvenient times. In such a climate, science teachers have two alternatives: either to give up and lapse into an employee status, or to rise to the challenges and extend personal professional expertise.

It is to help science teachers to adopt the latter approach that the University of Surrey and Roehampton Institute have collaborated, with teachers and local advisers, to introduce the Diploma/MSc in the Practice of Science Education.

The courses, which began in January 1985, make extensive use of distance learning techniques, coupled with a residential workshop mounted in the Easter holidays, and a network of local tutors. They are normally open to all science teachers who hold a degree in science, or a degree with a major component of science, and who teach 9 to 19-year-olds on a full or part-time basis in schools and colleges. Progress to the MSc course is only possible via successful completion of the Diploma course.

Although entry to the course is available throughout the year, 60 applicants have been interviewed and offered admission up to this week. Members are spread throughout the UK; drawn from all levels in the educational system; very diverse in subject base, with some having a Certificate in Education rather than a degree; working in middle schools, secondary schools, tertiary and further education colleges; state and independent institutions. They are united by a desire to improve their performance as teachers and facilitators of learning, whether motivated by a concern at "being in a rut", anxiety over pending changes, or ambition in a restricted job market.

The philosophy behind the courses is that a teacher's most valuable professional possession is a diversity of personal experience. The Diploma course consists of seven modules, each consisting of a study guide and a book of extracts. A study guide sets out an agenda of activities which consist of questions, about which detailed information is supplied in the book of extracts.

Members are invited to address these questions to their own professional circumstances. Assignments, which arise from a series of such activities, consist of an account of the questions asked, the outcome of the assignments and suggestions for development that arise from the inquiry. The assignments are marked against criterion-referenced grades, and returned with extensive comment.

The Diploma course requires three compulsory modules on issues of central importance to science teachers: one in science education and the development of the curriculum, together with two modules (chosen from, at the present time, five) on curriculum design

management in science education. There are also two modules (chosen from, at the moment, five) on curriculum implementation issues such as conceptual development in physics. It is estimated that the Diploma course can be completed in between one and two years, assuming about 10 hours study a week. The MSc course consists of two further modules, on the design of a classroom-based or focused inquiry, the conduct of that inquiry and the production of a dissertation. This, too, is expected to take between one or two years.

The courses are recognized for pooling purposes by the DES, which means that i.e.a.s are empowered to pay the fees from the in-service pooling fund. They have attracted considerable attention from teachers working in

British schools overseas and from the Service Children's Educational Association, whilst education trusts such as Leverhulme, BP and the Department of Trade and Industry have provided considerable financial support for specific aspects of the courses.

It is hoped that, with the professional development offered by these courses, the curse of living in interesting times may be transformed into a series of challenges and finally into a sense of enhanced professional satisfaction.

If you would like to know more about the courses, please contact: Course Administrator (PSE), Department of Educational Studies (Block AA), University of Surrey, Guildford, Surrey GU2 5XH.

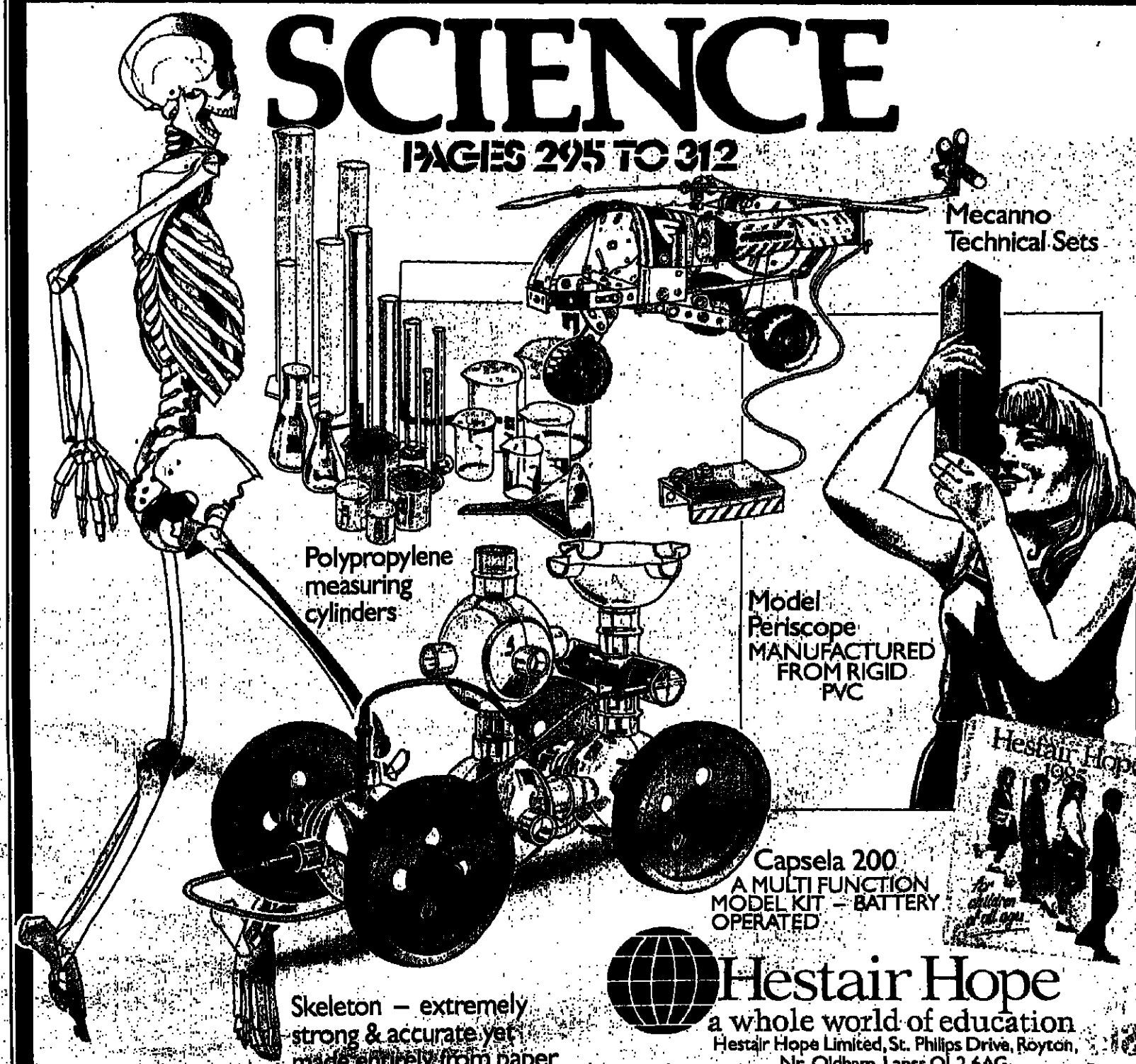


A climate of economic stringency presents a challenge to extend professional expertise or else lapse into an employee status.

Hestair Hope

SCIENCE

PAGES 295 TO 312



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A fair way along the road

A progress report from the SSCR
by Dick West

"I tell thee... that although it is a long time on the road, it is on the road and coming." (Dickens)

In 1979, a working party of the Association for Science Education published a powerful critique of science education at the time, entitled *Alternatives for Science Education*, which attempted to spell out a rationale for "Science for All" and recommended among other things "... that substantial resources be allocated to a major programme of research and development that seeks to evaluate alternative definitions of school science; that develops and effectively evaluates curriculum proposals in the areas of applied science, earth sciences and the history and philosophy of science; and which develops a series of small-scale and intensive studies of the nature of young people's conceptualizations of science and scientific processes." (page 33)

That same year a working party consisting of representatives of the Schools Council, the Association for Science Education, and HM Inspectorate made a similar recommendation and two years later that programme was established in the form of the Secondary Science Curriculum Review.

Two other significant events took place in 1981. First, the ASE published its policy statement *Education through Science* which endorsed the policy of "Science for All" and, second, the Department of Education and Science published *The School Curriculum* - a document that promised in due course a statement of policy on science education 5-16. The following year the DES published its consultative paper *Science Education in Schools*, a paper which also endorsed the critical importance of science education.

It is now 1983 and the SSCR is well into its development phase and the DES is about to publish its policy statement. This seems, therefore, an appropriate moment to take stock and attempt to make a realistic assessment as to how far we are along the road to "Science for All".

Since initiating its development phase in the autumn of 1983, and as a



result of the investment of a vast amount of time and energy by practising teachers, significant progress has been made towards achieving the broad aims of the SSCR as set out above and amplified in the Review's consultative paper *Science Education 11-16: proposals for action and consultation*, published in 1982.

On the policy front the DES has confirmed its position as enunciated in 1982 and appears firmly committed to supporting short and long term changes in science provision in schools which are fully compatible with the main thrusts of the Review. How close we are, however, to seeing large scale changes to the organization and nature of science teaching in our secondary schools and how is the SSCR bringing about such changes?

The SSCR is seen by many as a vehicle for curriculum change that quite uniquely commands the support of practising teachers and the science education community as a whole. This is largely as a result of its parentage and largely as a function of its structure. From the outset, we have sought to integrate the process of curriculum development with a carefully planned strategy for change. This has involved the establishment of a network of development groups, mainly teacher and school based, coordinated regionally, and linked to an effective and powerful central policy

and support group.

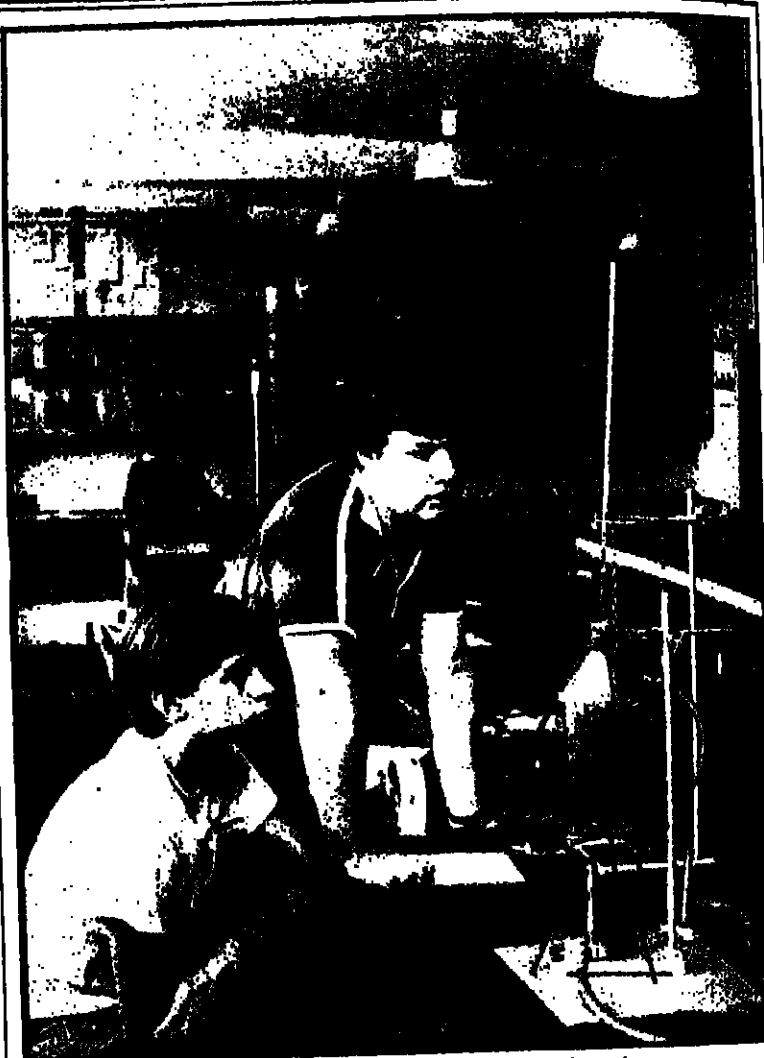
It is significant that this model, during a period of considerable financial constraint, has engaged the imagination of a large number of people. At the time of writing, nearly 80 local authorities, the five education and library boards in Northern Ireland and the Association for Science Education with the support of the Health Education Council and the Northern Ireland Council for Educational Development, collected between them some 250 groups of teachers who are engaged in various aspects of our programme.

In a sense, the actual numbers do not matter, any more than do estimates of the actual numbers of practising teachers who are involved. The real significance of our strategy lies in the way different agencies have begun to build curriculum review into their thinking and practices and the time scales over which these changes are occurring. I can illustrate this best by comparing the responses of two mythical counties - Northshire and Southshire - which happen to be adjacent to each other and in the same SSCR region.

Southshire made an early approach to the Review, way back in 1982, seeking support for a range of initiatives relating to "Science for All" in a shire county short of resources and not noted for adapting quickly to change. Northshire on the other hand appeared rather dormant.

By 1983, with Northshire still dormant, Southshire had negotiated release for a full-time second to coordinate initiatives and had set up a number of study groups in various parts of the county. This resulted in a focusing of effort and the selection of a two subject 13-16 approach to curriculum development linked to a very innovative plan for assessment and examinations.

By 1984 a number of schools had become involved, curriculum units were being drafted and evaluated in those schools and much of the assessment framework had been agreed. The new coordinator, Southshire had decided to link coordination with a one year fellowship with a local Institute of Higher Education - was



firmly in post and had established working links with two examination boards interested in validating the county's curriculum. Northshire was still dormant.

Early in 1985 Northshire announced a strong interest in the Review at the same time as Southshire sought further support to link their schools and central support staff (the coordinator and the science advisers) to a computer network "to aid communications and the rate of change". Northshire is now keen to enter into a cooperative relationship with Southshire which could lead over the next year or so to the adoption of the double subject in over 100 schools.

This scenario emphasizes the fundamental problem the Review faces at the level of the totality of the educational system. It is easy for us to quote chapter and verse of local authority and ASE groups which are responding to the challenge of our action plan in product and process terms.

We can also report on failures - working groups established with much enthusiasm that have succumbed because of inadequate local support, isolation from the centre, or the pressures of industrial action. We can point to work that moves thinking forward an inch or two and other initiatives that raise important long term questions. We can also note the small handful of localities that have never responded to, or even acknowledged, a letter from the "centre".

All this does is underline the considerable complexity of a network model of change and the underlying problem of supporting a system where every component - a teacher, a school, an authority - is at a different starting point and, by definition, operating on a different timescale.

The SSCR, in an important sense, is a vast mixed ability group working at all sorts of different levels, on all sorts of different problems, for all sorts of different reasons, with all sorts of varying resources and yet immensely rich in talent.

Implicit in all of this, as with any mixed ability group, is an acknowledgement that each "cell" has the right to fulfil itself in its own time and according to its own criteria. How else can we accommodate Southshire and Northshire, or a county like Blankshire that has already decided to maintain its involvement with the SSCR at its currently very high level of investment, until August 1987?

In terms of developing teaching materials, course designs, or alternative teaching methods, these problems don't really matter. We already have enough to go on to pull together and publish for others to use. Curriculum change, however, is not about materials, strategies and plans. It is about change and establishing the conditions for change.

The SSCR over the next few years

has three basic tasks:

a to complete the development aspect of the task it was set in 1981 - and we are well down that road;

b to see that the new approaches to curriculum content, organization, and teaching methods are fully incorporated in the examination system and are properly articulated with other contemporary initiatives such as TVEI, CPE and 16-19 reorganization. We still have far to travel on this road;

c to ensure that following the decision of the School Curriculum Development Committee to fund a third phase of the SSCR from 1986-89, effective in-service training provision is made available to support the i.o.a.s, the schools and teachers in the complex tasks of taking on board and further developing the products and outcomes of the Review.

In terms of potential the vast capital invested in the SSCR to date has been well under £1.5 million over five years. The i.o.a.s and teachers have probably tripled that in cash or kind. The return in product terms will be considerable, but it is a drop in the ocean in comparison to the progress we have made towards our ultimate goal of creating the conditions and the climate that will enable "Science for All 11-16" to become a reality.

We have come a long way up that road in a very short time - less than two years - but have still some distance to travel. What we can't do is stop now. We must look back. The road of curriculum change is littered with the pillars of salt created by the failure to capitalize on initial investment. I very much hope that the broad base, the high credibility and undoubted momentum of the SSCR will enable us, as many others, to launch a full scale offensive on the three priority areas stated above.

In the meantime, our working groups work; we hold our regional and national meetings and publish the outcomes; the central team functions as a working group (see *Towards the specification of minimum curriculum: Brenda and friends*); the Children's Learning in Science Project achieves great things; and we keep our network informed via our newsletter - "The View" - and the tireless efforts of our six regional project leaders. Why? Because our ultimate destination - the collective rainbow - is, as it has always been, to enhance educational opportunity for all by making science available to people.

Dr Dick West is director of the Secondary Science Curriculum Review. Details of SSCR publications are available from: Paula Bowser, Information Officer, SSCR, Harford House, 101-103 Great Portland Street, London W1N 8PR.

Well, you do have ideas," said my headmaster cautiously. "A Festival of Science week? I'll enter it into the diary of forthcoming events". So my fate and that of St James middle school science department was sealed. The idea was simple, to take two themes we study as part of Suffolk middle schools' science core curriculum and involve external agencies in teaching them.

By having a single science week, I hoped I would be able to get round the problem of arranging a unit over a month and having one's colleagues ask such questions as: "Nick, is it essential that 47 go into science? I have a form assembly to do Tuesday and I need the next two periods for rehearsals when Alan and his PE group are out of the hall".

The themes came next. Although I am a keen biologist, I really felt that my ventures into electronics and new technology "areas" had taken the fizz from some of my lessons on biological topics.

One topic we had not covered adequately was the study of insects and another was the study of birds. These seemed to be two good homes to which I knew of several entomologists who might be persuaded to come in with livestock and several others who could loan me slides. The Royal Society for the Protection of Birds is always prepared to get involved so I felt I could not lose there.

These became the two themes in the original festival plan. I wrote to various organizations and interested parties and waited for replies. Three months passed and I became worried that I could only fill two days of my allocated five. I paused to wonder how they managed at Edinburgh for the summer festival and decided to rethink. Two themes seemed now to be too narrow. If I chose two or three additional themes, the festival would be safer if one failed. I considered carefully the options, and chose a central theme.

Science for many of us, facilitates certain activities. Most children are interested in the study of birds because there is a coherence between the literature of the subject and the activities they can carry out. If they see a tawny owl and observe a little piece of its behaviour, they can discover the why, where, when and how of the situation because of the scientific natural history that has been carried out by generations of ornithologists. So, why not have for a theme "Science as a facilitative skill"?

This is a very grand title for a type of science that allows activities to take place. The media, newspapers, television and radio are all science-skill dependent. If we take the preparation of a radio programme, activities such as timing, knowledge of the span of human concentration, all are important. In a decision to involve the BBC, I contacted the education department and Mr Ron Smith of Pebble Mill replied. He wanted to involve the whole school for a day in an interactive exercise and carry out production of a one-minute item of news. Thinking "rather him than me", I entered his name on the programme.

Science also facilitates the way we live and the commodities we use. I contacted several industrial companies in the immediate locality. Some did not reply, but Beechams Pharmaceuticals Research were prepared to loan a speaker for a day to assist us with an item in the programme on the production of household goods.

I also contacted the Central Electricity Generating Board at Sizewell. They were delighted to help and offered a speaker and film which was of particular benefit, as we in Suffolk are very much involved in the nuclear power debate.

By the middle of May, we had strung together a series of events that gave a week's activity and despite the usual last-minute changes, we made our June deadline.

I knew the CEBG would be keen to advocate Sizewell as a site for a nuclear reactor. This posed a problem, for some of our parents are involved in anti-nuclear activities and I also knew that Beechams would probably be questioned by some of our fourth-year pupils who are very involved with the RSCA and the charity Animal Aid. This controversy would lead to lively discussion but it also could lead to a fair amount of controversy and heated discussion, the children and myself looked at animal rights in class and we developed the arguments.

Eventually, the week arrived. The

The week the balloon stayed down

by Nick Folkard

exhibition based around events and experiments was ready. During the week preceding the exhibition many children dropped into the science laboratory to ask if they could run their own display and at the end of that week it became a case of finding people space (everyone seemed to want to run experiments and make or maintain their specialized equipment) with the ladybird breeders rubbing shoulders uneasily with the concrete testers.

The first event was the presentation. This got the week off to a good start. The CEBG representatives were closely questioned by many of our fourth-year pupils and they failed to convince most of the more sceptical members who wished the site for themselves. The exhibition opened in the afternoon and our pupils seemed to enjoy the sharing of ideas and theories with each other.

The second day began on more difficult ground. As a multi-media contribution, we presented a play written within the school based on the week's theme. In the afternoon the first and second-years gathered together for a demonstration of live insects by Virginia Cheeseman. I was worried that with the close-up photography of glamorous insects on programmes such as *The Living Planet*, insects in the flesh would not seem as exciting. I was wrong. The sight of a huge Asam silk moth caterpillar climbing up your arm and the staff's reaction to a giant spiny phasmid made up for any sense of media overkill in the children.

Wednesday saw Ron Smith presiding over his radio spectacular, an event which went very well. We had prepared for this with a visit to the Science Museum's "Technology for Change"

exhibition and "British Telecom Showcase". In the library we exhibited antique radios which promoted a great deal of discussion and used videotape material from the *Exploring Science* series on BBC Television to promote discussion within science lessons. Despite minor traumas, the experience was very worthwhile and promoted tremendous interest in the whole technology of communications, which was its aim.

At the same time, Beecham's excellent speaker, Dr Peter Blower, was challenging the fourth-year pupils with a very well constructed talk on the role of a major pharmaceutical company in the production of many of the things which our children take for granted. He was able to project an image of a caring company and fielded the difficult questions on animal experimentation in a calm and professional manner.

but a very large proportion of our fourth-year pupils continued to exhibit a scepticism and a desire for further information which I had not previously seen.

I became aware that in science up to now I had been relying too much on pushing qualifications and subject skills at the expense of developing the qualities of a whole person. I certainly made a mental note that my future science programmes would need revision.

Thursday saw another entomologist following up our theme on insects. Brian Gardiner talked and demonstrated how entomologists keep studying and breeding insects in captivity. His talk, well-balanced, interesting and informative, was totally eclipsed by his demonstration of livestock. After all, what speaker in the world can compete with the world's largest blood-sucking insect feeding off a member of staff?

In the afternoon, we plunged into ornithology with the RSPB, and the Suffolk Constabulary Scene of Crimes Squad demonstrated their practical use to scientific technique in the fine art of making arrests.

All that remained was Friday. Determined to make my personal mark on the week, I had designed a spectacular for the first year. This involved dramatically unusual experiments, taken from Alan Ward's contributions

continued

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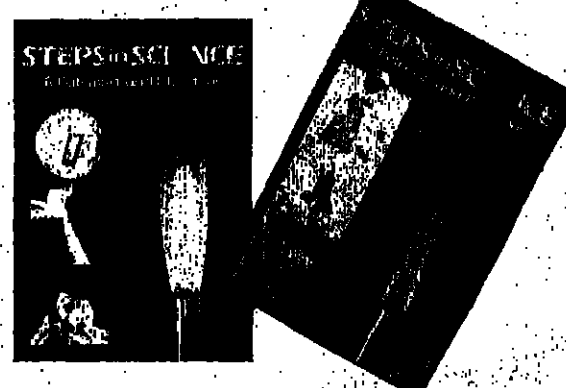
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The day the balloon stayed down continued

to the *School Science Review*. As a
high spot, my confederates, young
investigators from the Science Club,
would launch a large hot air balloon
from the tennis court.

I had placed great faith in this
experiment for I expected to see the
large balloon rise from the windows of
the science laboratory and be able to
capture the attention of the impres-
sionable first-year pupils as it rose over
the buildings of the school. I suppose it
became a mental symbol for my belief
that science was in its ascendancy that
week.

How one's illusions are shattered,
for the weather was too blustery and
our launch of the balloon obviously
under-rehearsed. The large and
beautifully patterned paper sack re-
mained on the ground and refused to
budge. So ended the festival, and my
sincere thanks went to all who had
helped the science department so
greatly.

The week generated a great deal of
follow-up work. Some of this will not
be fully clear for a year. Obviously
interest in science was greatly raised.
Many more children have expressed an
interest in joining the science club and
taking part in science schemes such as
the Young Investigators' Awards.
Many other children may have seen
science in a new light and realized that
science has room for argument and
disent.

I also learned something which was
that just by teaching the classes myself
I am not doing enough. Children need
their science to be challenging and
original. They need a diversity of
speakers reflecting a diversity of ideas
and experiences.

I feel it is one thing we in a middle
school can offer. It does not seem to be
the case in many upper schools, where
children seem to be following regimen-
ted schemes, not creating interest
beyond the desire to complete the
worksheet.

Besides directing and moulding
mental processes in science, we need
also to look at the analytical skills
which have received more than their
fair share of publicity. An article in
New Scientist ("How safe is science in
schools") did little to further the cause
when its only mention of microbiology
involved just such a case. The article
did, however, conclude that the risks
involved were incurred by the
teacher's ignorance and not that mi-
crobiology teaching was inherently
dangerous.

Clearly, teachers need access to a
code of practice for the teaching of
microbiology in schools and this is
available in the form of the DES
education pamphlet No. 61 *The use of
microorganisms in school*, a long await-
ed, revised edition of which will
presumably be published soon.

Until now, the microbiology which
has been taught in schools has con-
sisted largely of either notes and
diagrams illustrating representatives of
different microbial forms or the
microscopic examination of "speci-
mens" which are doubtless often dust
particles on a lens. Neither of these
approaches is particularly rewarding;
the former because it usually results in
a self-contained body of information
which does little to illustrate the im-
portance of microbes and the latter
because either the microscopes are
inadequate or the pupils are too in-
experienced in their manipulation.

However, there is great educational
potential in the use of microbes in
schools if experiments are designed to
show the effects of the activities of the
organisms, rather than concentrating
on their morphology. Such experi-
ments can be very useful in demon-
strating principles involved in ecology
syllabuses and often provide interest-
ing alternatives to traditional practice.

There are now encouraging signs
that these advantages may soon be
more generally realized in schools.
Part of this optimism can be attributed
to the fact that microbiology has now
found a popular vehicle for dissemina-
tion in the form of a book. This has led
to an increase in the number of in-service
courses for teachers on basic micro-
biological techniques. Such courses
are invaluable as a large proportion of
science teachers has gained little or no
experience of microbiology in their
undergraduate courses. Also, most of
the recent biotechnology "awareness"
conferences and courses have had a
considerable microbiological input.

Further optimism has been brought
about by a recent allocation of £20,000

Invisible fundamentals

Microbes are being given more
consideration in schools
by Paul Wymer



While the numbers of microcomputers
in schools continue to increase
apparently unabated, efforts continue
to bring about another "micro-revolu-
tion" in schools - albeit, a more
modest one. The other "micro" which
have been around for rather longer
and have a more fundamental effect on
our lives, are microbes. Unfortunately,
our debt to microbes has never been
reflected adequately by our reference
to, or use of, them in schools.

The main educational disadvantage
of the microbe is axiomatic: you can't
see it. Add to this a widely held
misapprehension that microbes are
intrinsically dangerous and the lack of
microbiology in schools becomes
easier to understand though nonethe-
less shortsighted.

Apart from our dependence on
microbes in areas such as agriculture,
health and food, we now find that they
provide the foundation for a technologi-
cal revolution whose effects will
arguably be more far reaching than
those of microelectronics. Biotechnol-
ogy has come of age largely because of
innovations in microbiological techni-
ques. Such considerations suggest to
me and, a growing number of other
teachers, that microbiology - especial-
ly practical microbiology - can no
longer be so widely neglected at school
level.

The well-established tradition of
discrimination against school micro-
biology on grounds of safety is unfor-
tunate especially as much of the anxie-
ty is based on a few isolated incidents
which have received more than their
fair share of publicity. An article in
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Further optimism has been brought
about by a recent allocation of £20,000

by the Society for General Microbiol-
ogy (SGM) for the development of a
practical microbiology teaching pack-
age for schools. The project is taking
place at the University of Reading and
is being administered by the Mi-
crobiology in Schools Advisory Com-
mittee (MISAC). The package is aimed
primarily at children in the 11-16 age
group. It will consist of pupils' work-
sheets for about 30 experiments and a
comprehensive teachers' guide and
should be published in 1986.

Some of the experiments are pre-
sently taking place at a variety of
schools throughout the country. The
criteria on which the experiments are
based include safety, cheapness and
relevance to syllabuses and everyday
life. The experiments vary in their
levels of complexity and so some are
suitable for 11-plus, whereas others
will only be recommended for use with
older children.

The worksheets are being designed
with mixed ability groups in mind and
as well as experimental procedure,
they provide information and ques-
tions which can be used as bases for
discussions. The teachers' guide will
contain clear information on safe prac-
tice, availability of resources, and so
on.

It will also suggest areas of syn-
thesis where the experiments may
profitably be used. The package is not
intended as a structured course in
microbiology but rather as a resource
which can be tapped when appropri-
ate, while teaching existing course-
work. There is, however, no reason why the
material should not be used as a
foundation in the design of new
courses especially in areas such as
integrated or applied science.

The potential of microbiology and
or biotechnology in forming the basis
of interesting courses or courses "ad-
apted" has been recognized by in-
dividuals such as the Secondary Science
Tutors' Group (SSCT) who have
Curriculum Review (SSCR) who have
several groups working on the develop-
ment of such courses for schools. Some
of these projects are not only con-
cerned with the scientific or technical
nature of the discipline but also ex-
plore the associated social and moral
issues. The efforts of an SSCG group in
Wales have resulted in the Welsh Joint
Education Committee adopting their
work as a biotechnology syllabus which
is being piloted this year.

New teaching schemes, especially
those originating ones such as the
WJEC biotechnology syllabus, are ex-
plicitly designed to be used as a
basis to initiate and schools with some
form of extra funding are at a clear
advantage in this respect. Some such
advantages come from the Manpower
Services Commission which has de-
monstrated its support for "new"
areas of biology both by providing
financial support for promoting
project work via the Technical and
Vocational Education Initiative
(TVEI) and, more recently, with

Invisible fundamentals continued

jects such as the Wirral Schools Tech-
nology Centre, part of which is de-
voted to the development of biotech-
nology in schools.
The monitoring of such develop-
ments has been one objective of the
ASE biotechnology sub-committee
which has been meeting for almost two
years.

Another aim is to elucidate ways in
which elements of biotechnology can
be incorporated into existing syn-
labuses. An article recently published by
the sub-committee in *Education in
Science* (No. 111 Jan 85) concludes
that a change in the curriculum is not
necessary but rather a change in empha-
sis and interpretation of existing syn-
labuses.

It does argue, however, that ex-
amination questions need to be
tailored in order to encourage such
developments in the classroom. The
Industrial Education Unit (IEU) of the
Department of Trade and Industry
(DTI) also advocates changes in ex-
amination questions. The biology
group involved in the study is particu-
larly interested in the promotion of
microbiology and biotechnology and
has taken the innovative step of hold-
ing joint meetings between industry
and examiners in order to draft ex-
amination questions which encourage
more investigation of the role of
biology in industry and other aspects of
everyday life.

Overall, there are encouraging signs
that microbes will soon be given more
consideration in school science
teaching. It is, however, of the utmost
importance that the educational
potential of these "microbes" is utilized
properly. Some recent developments
in the field, such as the proposal of "A
fermenter in Every School" (New
Scientist 31.1.85), unfortunately sug-
gest otherwise.

Dr P E Wymer, head of biology at
Haggerston School, London E2, is
presently seconded to the Department
of Microbiology, University of
Reading.

Programs for biology

Kidney Nephron
£17.50 plus VAT
RML 3802 - disk
Longman
Leaves and Pond animals
BBC - disk; RML 3802
Apple 2 £9.95 plus VAT.
Scottish Microelectronics Develop-
ment Programme
Heinemann
Revised GCE/CSE Biology
BBC
£12.95 incl VAT
Acornsoft

Kidney Nephron by King and Ken-
nedy, for the RML 3802 is what
we have come to expect from the
publisher. It graphically shows the
functioning of the different parts of the
nephron, in each case giving a series of
bar charts for the relevant concentra-
tions. Within the limitations of the
graphics on the 3802 the animations
are first class. The graphics show
Bowman's Capsule, the Proximal and
Distal Tubules, and the Loop of
Henle/Collecting Tubule, and a sum-
mary of the whole Nephron. A particu-
larly thought-provoking feature is the
ability to see what happens in certain
abnormal situations such as excess
water loss, or diabetes. This program
provides a welcome extension to con-
ventional display techniques and we
recommend it.

A program from Scottish Microelec-
tronics Development Programme en-
titled *Leaves* provides a good introduc-
tion to the use of keys; the species used
cover a wide range of those occurring
throughout this country, with the not-
able exception of trees whose leaves
are needle-like. The documentation is
brief but clear and precise, the
teacher's books also having a very
useful list of the species within the key.

The program *Pond Animals* is in the
same format, covering a wide range of
organisms but choosing to create su-
per-groups from large groups of simi-
lar types, with a generalized name.

Hence the nymphs of Stonefly, Mayfly
and Dragonfly all appear as "Fly
Nymphs". Some of the questions are
awkwardly worded, for instance the
question for distinguishing between
"Water Louse" and "Water Shrimp" is
"Does the animal have legs on both
sides of the body or just one side?".
Also there are again major groups
missing with no indication of their
omission, eg Water Fleas/Cyclops and
Hydra. To identify the latter brings up
the somewhat misleading answer "flat-
worm". Documentation is satisfac-
tory, and again the teacher is given the
list of species contained within the key.
All they need to do is cunningly stock
the pond before use...!! These
programs are strongly recommended
at primary school level; further up the
educational ladder the simplifications
may become annoying.

Revised GCE/CSE Biology from
Acornsoft is another one of those
programs that make you realize that
computers are looking for a job, and in
this case not finding it. The obvious
limitation is in the vocabulary it can
store and the need of the pupil to use
only the exact terms and spelling
known to the computer rather than the
one they have been taught or learnt.
This the cell membrane can only be
"selectively permeable" and not
"semi-permeable". Other irritations
are the refusal to give the correct
answer even after two errors and the
lack of animation in the graphics.
Given the interminable time taken to
load each section we think that almost
all pupils would be better off with a
revision booklet; at least they could
use it on the bus to school.

Please, Longman Software, PLEASE
withdraw *Chemistry O level* and *CSE
Revision* and issue no more until they
have been approved by real live
teachers. The programming is by Pulp
Products. I say no more.

John Freeman



As though he would a woeing go... All you ever
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provided most readily by Trevor Beattie.
Guy Troughton is the illustrator. Whillit
Books £4.95. 0 905 483 383.

Bird books

Robins. By C. Mead.
Whillit Books £4.95. 0 905483 36 7.
The Garden Bird Book. Edited by D.
Guse.
Macmillan £5.95. 0 333 36765 0.
Birds in your Garden. By R. Snow.
World's Work £5.50 0 457 76102 9.

The British Trust for Ornithology is,
not surprisingly, prominent in many
books dealing with birds. In the first of
this trio, it is the ringing officer of the
trust who writes, entertainingly and
authoritatively, about robins. These
ubiquitous familiars are associated
with more legends and rituals than any
other bird.

There is controversy too. For in-
stance, are they friendly or aggressive?
Are they an appropriate emblem for
Christmas cards? Do they migrate or
do they remain in one locality for life?
And so on. On these, and scores of
other themes, Mr Mead is lucid and
explicit, summarizing in layman's lan-
guage the findings of scientific re-
search and, especially, of the observa-
tions and recordings of members of the
British Trust and its associated Garden
Bird Feeding Survey.

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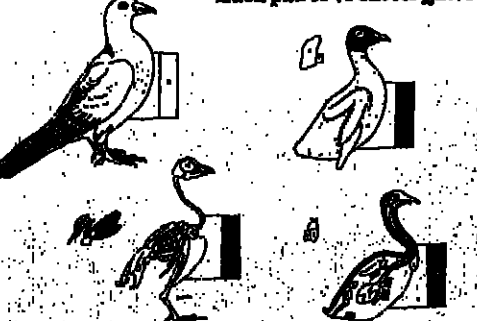
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SIMPLY IN THE LEAD

Genuine freshness

General Physics. By D C Glencoll. Prentice-Hall £37.05. 0 13 350884 6. £12.95 13 3510166

Nine hundred large pages of high quality paper, packed with text and illustrations of matching distinction, and all solidly bound, can but mean that schools and pupils who could benefit from owning copies may be unable to afford them.

Gulping down a massive disappointment on that score, any objective teacher will recognize a genuine freshness of approach to work appropriate to that of a good sixth form class in this country. The author states his creed that "physics is a description of reality" and states each topic with "concrete observations and experiences" to which students can relate. (This is not easy when dealing with, say, the quantum theory or particle physics, but the intention is commendable.)

The content and the sequence are traditional enough and vast quantities of examples and exercises are included. Moreover, the examples frequently include hints about the processes of problem-solving generally alongside the solution of a particular case. At the end of chapter four, deliberately placed after a reader has experienced the snags of tackling a variety of questions, is some exceptionally good advice. Obvious, but not to the tyro, are suggestions about reading the question, determining the objectives, not trusting a formula which may not apply in a specific case, keeping track of units, and checking the answer to ensure that it is reasonable.

The technique is applied all through the 43 chapters. Thirty-eight of these are concerned with "classical physics", all of which should (in common with the others which introduce features such as relativity and quantum physics) be the staple of nuclear physics. "What the appetite of the students and give them a taste of what is happening in physics today".

So, whether it be in the elements of mechanics, or in the gas laws or wave theory, or even in an introduction to quarks, the whole is intended to attract the budding scientist and lead him or her to more advanced studies. The stylish writing, the choice of appropriate levels of presentation of the work, and the practical nature of the treatment combine successfully to these ends. On the question of cost, could not at least one copy be available in every school as a substantial enrichment of library resources?

F W Kellaway

EXTRA



See page 53 "Them bones them bones"

Nasty habits

Snakes. By Wolf-Eberhard Engelmann and Fritz Jurgen Obst. Croom Helm £13.95. 0 7099 2389 9. The Lives of Bats. By Wilfried Schöber. Croom Helm £13.95. 0 7099 2389 9. Insects of the World. By Anthony Wootton. Blandford Press £8.95. 0 7137 1363 1.

It has to be admitted that some animals are considerably more attractive than others, and it is often ignorance which causes people to work up a prejudice against a particular animal or group of animals. Books like these three, by highlighting points in the biology of the

animals which are worthy of admiration, should go far to dispel the revulsion.

Insects of the World holds the reader's attention from the first words of the preface in which the author reflects that although we stand on the threshold of inter-planetary exploration and speculation on the possibility of extra-terrestrial life forms we are still lamentably ignorant about some of the animals on Earth. We do not have the remotest idea how many species of insects there are, a figure which probably runs into millions. The book goes on to consider the origin of insects, a subject still not fully understood, their distribution and their general biology. Ample illustrated with photographs and, where necessary with drawings, this book should be of great interest to the "intelligent layman" and a source of sound information for the naturalist. (It should go far to dispel any previously held prejudicial attitudes towards insects.)

Wilfried Schöber's *The Lives of Bats* explains the reason why some people do not like bats, for at one time they were regarded as symbols of evil and mystery. Vampire bats, found only in tropical Central and South America, have some most repulsive habits but at the same time their method of going about seeking the blood of their prey is full of purpose. They are the only mammal which has developed a long, controlled powered flight and with their echo-location system can easily take insect food on the wing in darkness.

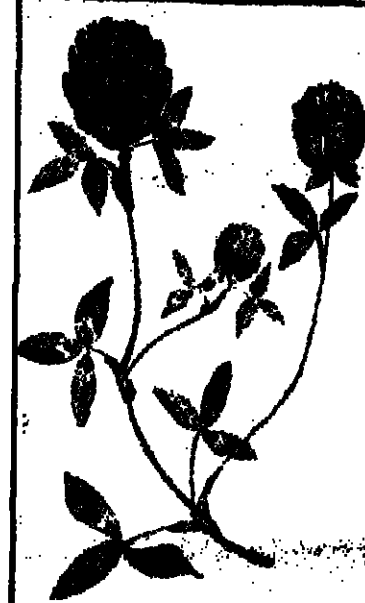
This is a very informative book dealing with the anatomy of the different species, their habits and food, breeding habits and so on and will engender in its readers a feeling of admiration for the species as a whole. The same thing may be said about the book on snakes. As the author points out, these animals are members of a highly specialized group and that some of their habits are exceptionally interesting, albeit rather repugnant and distasteful to us. It is to be noted that some of these animals are also extraordinarily beautiful. Surprisingly, there is no general index, although the appendix tabulates much information.

R C Vernon

Petal power

The Sex Life of Flowers. By Sebastian Meuse and Sean Morris. Faber and Faber £12.50. 0 571 11909 3. How Flowers Work. By Bob Gibbons. Blandford £8.95. 0 7137 1278 3.

I once read a 19th century botany book for children which deliberately left out the whole subject of reproduction because it was unsuitable. A far cry, one might think, from the scientific texts of the present day - but don't books such as the two considered here, equally, tell us as much about the attitudes of our own society as about the science of botany? It could be argued that we are in the grip of monetarist biology which can offer only a single model of the whole plant world: one which is mechanistic, self-centred and highly competitive. The trouble with writing a book which is called *How Flowers Work* is, of course, that nearly all the most interesting research which has recently been published raises new and fundamental questions, rather than tidying away the loose ends. It becomes increasingly evident that we don't actually know very much about the workings of plant auxins, the so-called growth hormones are by no means as simple as the standard texts would have us believe; nor were Mendel's statistics on heredity as convincing in fact, as they were in the published version; even something as basic as a plant's take-up of water is not properly understood, and the work on roots hairs and leaf hairs is still in its pioneer stage. As a summary of main-line botany, this book is not so dull as to qualify as yesterday's breakfast, more like last-



Red clover (*Trifolium pratense*), from 'The Easy Way to Wild Flower Recognition' by John Kilbracken - an excellent handbook which identifies 200 of the most commonly-seen species (Kingfisher Books £3.95. 0 86272 088 8).

food and it has the advantages of Vanessa Luff's careful, elegant technical illustrations and very nice production.

There is certainly excellent value in the photography of *The Sex Life of Flowers*, not surprisingly perhaps since the authors have Stephen Dalton and the resources of Oxford Scientific Films behind them. Even before you begin to read, the humming bird and abutlon front cover, *Anthurium* flower and bees on the back, poppy field end-papers, and clover and bumble bees frontispiece (all exactly labelled) have seduced you. This book is worth buying for its illustrations alone, but if you can lift your eyes it is rewarding reading. Because the text consists

mainly of well-summarized research, past and present, rather than generalized assertions, it is a book which gives you as much detail as possible and leaves you to make up your own mind and come to a conclusion, different perhaps from that of the authors. Both they and Bob Gibbons agree in describing the wasps which try to copulate with the beautiful *Ophrys* mimic orchids, as "frustrated" by these cheating plants which offer no nectar to them either. I recently heard a biologist suggest that these wasps might actually enjoy the experience, - a revelation from a scientist!

Carnivorous Plants. By Gordon Cheers. Angus and Robertson £4.95 0 959 19370 7.

Carnivorous plants, to my mind, fall under the same heading as cage-birds, tortoises and tropical fish - better left in their natural surroundings than forced to live in artificial conditions or in an adverse climate. Finding sundew (*Drosera*), butterwort (*Pinguicula*) or bladderwort (*Utricularia*) growing in the wild in Britain, rather than in some cramped terrarium, is a real thrill (and incidentally, one unacknowledged in the distribution maps in this book which don't credit mainland Britain with a single carnivorous plant).

Small fry, perhaps, to the Australian author who has grown pitcher plants, Venus fly traps and flashy butterwort native to western Australia, out of doors in a real garden. Descriptions, history and thorough and practical gardening notes are given for carnivorous plants in ten different genera, along with descriptions and illustrated terraria, with instructions on a do-it-yourself conversion of a tropical fish tank. Mr Cheers' practical knowledge and genuine love of his plants must make his first book to reach for on the subject.

Francesca Greenoak

EXTRA

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TOM DUNCAN

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Applications

Medical Physics. By D McGillivray £4.25 0 455 6863 1X. Rotational Dynamics. By Jean Peppas £2.95 0 455 6827 09. Heinemann Options in Physics Series.

These two books are part of a series designed to cover those A level physics syllabuses that have optional topics, particularly the JMB A level, that are not covered in conventional textbooks. The *Medical Physics* book is in three sections covering the physics of the human body, biomedical measurement and ionizing radiation. The book is thorough and contains many interesting applications of physics in the medical field. However, much of the point will be lost unless the students already have a good understanding of the basic principles underlying the applications as some of them are fairly sophisticated. The section on hearing, for instance, starts with the equation for the speed of sound through a solid medium and then introduces the concept of acoustic impedance in the next paragraph while the section on X-rays includes such ideas as attenuation of X-rays (mathematical treatment), Compton Scattering and half-value thickness. To its credit, the book does have a good selection of questions at the end of each chapter with answers given at the back. This book is an

interesting attempt to introduce the applications of physics to A level syllabuses and it would make a useful text for students studying this option. However, the complexity raises many questions about the approach to teaching applications of physics.

Every physicist would probably admit that there are areas of their subject that do not have immediate intrinsic interest. *Rotational Dynamics* is probably such an area and no matter how hard one tries it is difficult to make a dry subject such as this interesting. The book starts by covering the basic ideas of angular measurement, velocity and acceleration and then moves on to Moments of Inertia and the inevitable complex mathematics, the theorems of parallel and perpendicular axes, conservation of angular momentum and work and energy. The applications are few, being limited to the behaviour of skaters, governors on steam engines (I) and the precession of planets and gyroscopes. This book represents a brave attempt to cover a topic aimed at the more mathematically able but it would have benefited from a few more up-to-date applications and more textual explanation of the concepts being developed.

Jonathan Osborne

Friendly and direct

Maths for Physics. By Keith Gibbs. Harrop £3.95. 0 245 5406 28.

This book is a good example of an up-to-date text for studying physics in 16-plus courses. The author states clearly in the introduction what he is attempting, principally to create a selection of readily accessible reference material. Hence the book is organized so that topics are contained within a single or double page spread: the text is simple, friendly and direct and includes many large numbers of line diagrams. The syllabus cover is broad including astronomy and microelectronics as well as all the conventional topics.

Additional features include large

numbers of simple questions at the end of each of the 29 chapters, revision questions at the end of the book, and useful summaries on mathematics, formulae and revision techniques. The treatment of topics is brief but broad, including both historical information and examples of everyday applications. Details of practical work have been left for the teacher to supply.

Mr Gibbs is to be congratulated on having produced such an attractive study guide in little more than 100 pages. The format is necessarily cramped, but the sensible organization makes the book a most useful basic text for a wide range of fourth and fifth form students.

Martin Helling

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Make sure that you look at BIOLOGY, Heinemann's new, definitive course book. BIOLOGY is the first of Heinemann's new books for 16+; and the only book yet available specifically written for the GCSE examination. The authors are ideally placed to write it - Nigel Green is the Chief Examiner for Biological Sciences at the Cambridge Examinations syndicate, and Alan Cadogan is Chairman of the S.E.C. Biology group preparing the grade related criteria for Biology. The quality of writing, and the standard of presentation throughout are unrivalled. Beautifully illustrated, this is a book to bring the subject to life for your pupils: an affordable book which is thorough, practical and relevant.

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EXTRA

Bottoms up

An alternative chemistry course 13-16 introduced by
Francesca Garforth

Seven years ago, when the steady stream of reports and recommendations on the teaching of science in the compulsory phase of schooling had only just begun to flow, and before the National Criteria were conceived, the Royal Society of Chemistry (RSC) set up a working party to draft a core chemistry syllabus to be appropriate for all pupils up to age 16. After redrafting in the light of comments from groups of chemistry teachers the revised proposals were widely circulated in 1980 and received a remarkably favourable response from chemistry teachers in both the secondary and tertiary sector.

Encouraged by this reaction, the Education Division of the RSC asked me to draft an extension syllabus which, in combination with the core, would be suitable for examination at 16 plus.

When this draft was circulated in the same way as the core proposals, the reaction of teachers, especially those in schools, was generally hostile. They claimed, accurately, that the extension syllabus was but a reshuffle of existing O level and CSE syllabuses and that little attempt had been made to lower the content and concept load nor to increase relevance.

The principal common suggestion was that the perpetrators should take a completely fresh approach to chemistry at this level rather than attempting a piecemeal or merely cosmetic revision of what is currently taught and examined.

In 1982, the opportunity to take up this challenge was given by the Salters' Institute of Industrial Chemistry and the Leverhulme Trust, who provided the necessary funds to start the project, and through the interest and support of Professor D J Waddington and other members of staff in the Department of Chemistry at the University of York. A small group of like-minded enthusiasts from all over the country came together in York for an intensive residential workshop to see what "a completely fresh look at

chemistry" would involve and whether it was feasible. Would the outcome, for example, still be chemistry?

In 1983, work began in earnest on the task, described by several participants as turning chemistry teaching on its head. When pupils are introduced to chemistry, one problem which arises is that the substances they use do not relate to their prior experience. This is in marked contrast with physics and biology where one can rely on, for example, everyday observations involving air pressure, gravity, speed and simple ideas of classification.

Another problem is the fairly recent insistence in chemistry teaching that it should be possible to explain all observations in terms of the behaviour of constituent atoms, molecules or ions. Not only is this level of interpretation (explanation at a "high level of magnification") more sophisticated than that required for O level biology and most O level physics, it also precludes the use of many familiar substances since these are structurally too complex to be amenable to molecular interpretation by pupils at this stage.

We were determined that each part of our course would start with a material or phenomenon with which most pupils could be expected to be familiar as a result of their own experience or through the medium of books, papers and television. The behaviour of such materials, their use related to their behaviour and their importance in our lives would be studied through experiments and data searching; chemical generalizations, principles and explanations would only

be introduced as and when they arose naturally from or were needed in the work on these "everyday" substances.

This fundamental precept meant that, in contrast to most curriculum development, at no stage during preparation of the course material were we working towards a preconceived set of learning outcomes.

We started by developing teaching material for the third year (13-14). A considerable amount of information is available as to the science concepts and skills which can be expected of pupils by age 13 and we selected the common denominators suggested by the experience of our group with pupils of that age as a base line.

We decided to concentrate in this year on the contribution made by chemistry and the chemical industry to the basic needs of life: food, drinks, clothing, warmth, shelter (metals were added by popular demand, but shelter proved too complex for this stage of chemistry). This approach implied modules which we have called units. We agreed that each unit should contain information for about seven double periods with some alternative lessons or teaching strategies for more able pupils and for those with learning difficulties or no previous science teaching.

Originally planned as teachers' guides, each unit developed as a set of lesson plans complete with teachers' notes, pupils' activity guides (worksheets), information sheets and questions. Analysis of each lesson for learning outcomes in terms of concepts, skills and processes showed much that is recognizable "third year chemistry" though in a different context. For example, the pupil first gets carbon dioxide not from the reaction of hydrochloric acid ("What's that Miss? How do you spell it?") on marble chips (limestone?) but from a bottle of fizzy drink; "percentage composition" comes in the context of water in slimmer's margarine rather than hydrated copper (II) sulphate crystals. ("Lovely colour but what use are they, Miss?") simple action analysis in the context of what drawing pins and other common metal objects are made of.

Drinks, Food, Metals and Warmth underwent preliminary trials in 17 schools in four areas of England and Wales during May and June 1984. An unexpected bonus of the analysis for learning outcomes had indicated that these units were non-sequential so

could be trialled separately; no class took more than one though several schools tried two or more.

The response from the trial schools varied from enthusiasm ("Please send me the others so that we can use them all next year.") through doubt ("The pupils seemed to enjoy it and remembered more than usual, but I was worried about all the real chemistry we should have been doing.") to despondency ("Some of the experiments were messy and inconclusive, all the lessons were too long.")

The detailed format (which we had thought so prescriptive as to possibly be insulting) was welcomed as was the layout and presentation. These four units are now being edited in the light of specific and general comments made by teachers and pupils.

Back in York, work had started on the next phase: the examination course. Could we, should we, stick to our basic premise of only introducing principles and concepts as and if they arose? Supposing such fundamental chemical ideas as atoms, molecules and ions or the periodic table didn't arise in the course of the units as they developed? Should we structure a unit towards or around a chemical principle? Courageously, fully realizing what we were doing, we started to plan units within the general areas of natural resources, materials, food and agriculture, energy, and health.

From these five areas, as a result of two writing workshops, came seven units designed for the fourth year, and four for the fifth: this time taking as prior skills, concepts and processes those developed through following the units of the previous year. The units are listed below together with an indication of the state of trialling. Some unit titles must be regarded as provisional.

Year 3

- *Clothing
- *Drinks
- *Food
- *Metals
- *Warmth
- *pretrialled and currently in full trials

Year 4

- *Agriculture
- *Buildings
- *Energy
- *Food processing
- *Mining and minerals
- *Plastics
- *Transport

trials May/June 1985

Year 5

Alternative energy sources
Burning and bonding
Electrochemistry
Keeping healthy

It is now nearly two years since our rather tentative start. What has been achieved in terms of our original aims and objectives and what of the future? Sixteen units have been produced (the last four in outline only) providing a wide coverage of everyday chemical applications.

Although many of the experiments may be familiar from other science courses, they provide an unusual context for the derivation and use of chemical ideas. Much of the chemistry which develops through the course is commonly taught at this level: the product appears to be recognizable chemistry even though the unit titles listed above are not so immediately recognizable.

We have remained faithful to our original precepts that each unit, and indeed each lesson, should originate from some substance or application with which a pupil can reasonably be expected to be familiar and that no chemical principle should be introduced unless it derives naturally from or as needed to make sense of the study being undertaken.

After the unit trials, these need editing not only to incorporate comments and suggestions from the users but also for coherence and sequence (and the identification and filling in of any gaps in that sequence) before any school could embark on the course as a whole.

No one could do this anyway unless there was the guarantee of a GCSE examination at the end. We have been fortunate in obtaining generous funding from the Salters' Institute and sponsorship from a GCSE Board, the former will provide the means, the latter the ends.

The proposed course has been submitted to a draft syllabus which is being submitted to the appropriate Examining Group and to the Secondary Examinations Council later this year. We are hoping that, despite one or two tentative omissions from the core content of the National Criteria for chemistry, the syllabus may be recognized under the regulations for a National Project Examination for GCSE in 1988.

If and when approval is granted, science advisers who have already shown interest will be notified and asked to suggest schools who might be enthusiastic about their pupils attempting the first run of the alternative chemistry course from the Yorksters' scheme.

Dr Francesca Garforth is project coordinator.

Them bones, them bones...

Jean Shepherd and Barrington Barber
assess an ingenious resource



In the
classroom

The Fisher-Miller human skeleton is made from fine quality card and is available either as a kit of ready cut and creased sheets or fully assembled with a thick cardboard stand which converts into a convenient storage box. It is an inexpensive, full-size, fully articulated representation of the human skeleton.

It is easy to imagine the pleasure and undoubted educational value of actually constructing the model from the kit. The ingenuity, accuracy and mobility of the model is striking, the individual bones are labelled and its storage is simplicity itself. In fact, my only major reservation is whether the model would withstand the eager exploration of younger children and the possible careless handling by older ones.

A second consideration is the absence of the finer detail so apparent in a real skeleton or plastic model. For example, the textural differences between the smooth articular surfaces and surfaces of long bones and others which show ridges resulting from muscular activity and such detail as vascular foramen.

With this mix of enthusiasm and doubt the skeleton was used throughout the school for classes of seven- to 11-year-olds studying nature up to, and including, students taking O and A level biology courses.

The model was sufficiently robust to withstand free handling by 7 to 11-year-olds without adverse effects. The only part of the skeleton to show signs of wear and tear were the articular surfaces of the lower ends of each humerus adjacent to the head of the radius; these both tended to uncurl but this could be totally avoided if the small area of card which tucks into the shaft of the humerus was fixed with adhesive. No adhesive is used for any part of the model construction but these particular joints, together with the thumb, which occasionally unfolded apart from its carpal, appeared to be the only ones which were a little insecure.

In fact, both the younger and older children handled the skeleton with a greater respect than usual because it was made of card rather than a durable material. The very nature of this response highlighted what was, to some degree, a disadvantage: the children were not able to appreciate the true resilient nature of the real skeleton.

For younger children, who constantly need to relate topics to their own lives, the interpretation of the model is beyond their experience and it is therefore essential that they, and older children too, first handle some real bones so that they may extend their knowledge to make this excellent model truly meaningful.

However, for the older students studying for examinations, this model does offer advantages over the more usual solid, plastic type. Even the smallest bones are clearly labelled, the

ments, flexion and extension of the vertebral column, knee and elbow joints, feet and hands may be very well illustrated indeed.

The movement of the ribs during respiration may be approximated because the ribs are not wired as in a conventional model and the pronation and supination of the forearm is effectively demonstrable with a clear illustration of the relationship between the radius and ulna during this movement.

Above all, the older children seemed to retain more information about the skeleton from the study of this model because of their intrigue and respect for the ingenuity of its design. Since the model is fully articulated, abduction, adduction and circumduction are possible and, for teachers so inclined, it would effectively demonstrate the mechanisms behind movements in gymnastics, dance and sport.



The Fisher-Miller Human Skeleton is obtainable through several educational suppliers. Price around £25.

Dr Jean Shepherd teaches science and Barrington Barber teaches art at St James' Independent School, London SW1.

In the
making

The Art Club boys of St James Independent School were given the opportunity of assembling the skeleton model, which is full-size, pressed out of card sheets and all instructions in diagram form only.

The only words are the names of the various parts labelled "right" or "left" and the anatomical name "ulna, scapula" etc. The parts are able to be folded and joined together without cutting or glueing or other extraneous methods; the package having everything needed within it.

We started off without any particular ideas about the kit and became more and more impressed by the ingenious solutions in folded card of the rather complex structure of the human skeleton.

The boys found the instructions were not too difficult to follow as long as they were systematically studied and there was no attempt to try short cuts. It seemed very suitable for boys of 13 and over but one would think that younger boys might manage it with some direction from an adult.

We had a team of six boys who ranged in age from 13 to 18. The 15-year-old seemed to be the most capable and became the key man in the team. The most difficult part was when the more impetuous boys forged ahead without checking that their view of the diagram coincided with their view of the piece under construction.

This led to some parts being folded back-to-front and when it was realized that something was wrong, the consequent re-folding left the piece of card rather the worse for wear.

This meant that the final result was rather less elegant than the designer intended. The difficulty in realizing which angle the instructional diagram was illustrating, particularly in the complex folds of the pelvis, knees and ankle joints, rather perplexed some of the boys.

Usually there was at least one boy who could work out the correct view. It was clear that in a team set-up as we used the team-leader would have to be selected carefully to avoid unnecessary delays or arguments.

It turned out to be a very enjoyable exercise taking about a week, including several days to correct mistakes. Each separate part came together quite quickly in a normal lesson time.

As well as being useful to biology and general science classes, the resulting skeleton is very useful for anatomy connected with life-drawing as our school doesn't have a real complete skeleton. It is a great source of amusement generally to the boys and, although they have to be cautioned about handling it too roughly, it is a truly a sturdy piece of goods.

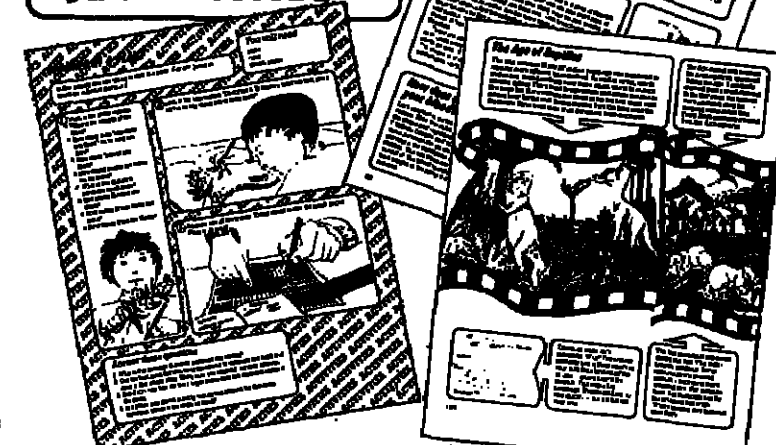
One does not have the trauma about the boys dropping it as one does with real bones. We found it very interesting to compare the cardboard skull with a real one that we have and shows how well the designer has constructed his folds. The skeleton comes as a separate package.

JS

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Insights into engineering

Iola Smith on the summer schools to be held
at University College Cardiff

Thirty first year sixth-formers from all over Wales will attend an engineering summer school at University College, Cardiff this July.

The course, in its seventh year, is organized by the Science, Maths and Technology Centre housed within University College's Department of Education; but course tutors are all specialists from the engineering faculty.

Janey Bell, the course administrator, says: "The intention is to give pupils an experience of university life and to offer an insight into the scope of engineering."

This year, five University College engineering departments will take part, including Civil and Structural, Electrical and Electronic, Mechanical and Energy Studies, Metallurgy and Mineral Exploitation. For the first time, scientists from UWIST's department of Mechanical Engineering Production will also participate.

Almost 100 pupils regularly apply for a place, but only 30 can be accommodated. Selections look for appropriate qualifications and pupils must, for example, have O levels in maths and physics - head teachers' recommendation and the pupils' own interest in engineering.

Usually there are twice as many boys as girls. Although engineering is a

team is encouraged that 10 girls participated last year, and that there's a growing awareness among girls that engineering careers are now accessible to them.

This year's course - to be held from July 8 to 12 - will include two lectures per morning outlining each department's approach, followed by two lab sessions working on practical projects of the students' own choice. Industrial visits will be offered in the afternoons. Last year visits ranged from investigating mining engineering at Blaenavon's Big Pit to looking at the electronics of tomorrow at the high-tech Immos plant in Newport.

A pre-visit briefing outlines the nature of the company to be visited. Pupils are then followed by a tour of the plant. The chance to see engineers at work is a highlight. A speaker is on hand throughout each visit to answer pupils' questions and some companies, such as Rolls Royce at Filton, organize specialist lectures for source members.

Evening tutorials are also held, one of which is attended by members of the university's engineering staff. The course, however, is not intended as a recruitment drive for University College. The second tutorial is arranged under the "Widening Engineering" scheme and it consists of young professional engineers telling pupils about this career opportunity available to

the profession. The course ends with an Open Forum. All participants, including the industrial representatives, attend to answer pupils' final questions.

"The summer school helps crystallize pupils' thinking so that they can weigh up whether or not engineering might be their future," says Janey Bell. "The replies have indicated that the course is both stimulating and at the right level of difficulty."

The course is a spin-off from the CBI's 1976 survey, which stated that there was a shortage of able graduates taking up jobs in engineering. So University College Cardiff decided that sixth-formers should be given the opportunity of experiencing engineering in action.

With financial support from the Department of Industry, the first summer school was held in 1979. Since that date funding arrangements have been altered. Pupils now contribute £1500 towards the cost of accommodation. The course fees are obtained from local sponsorship, i.e. grants and support from professional engineering organizations.

Details of this year's schools have already been sent out to local schools. Pupils wishing to apply for a place must return the application form by April. An adult excursion to this year will be a day-long visit to University College's gold mine in mid-Wales.

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EXTRA

Do magnets mean much?

David Playfoot on primary school science

When I was 10 years old, my class had a weekly "science-cum-geography" lesson with Mr Lane. He was a marvel at seeking out the imagery, metaphors and similes which make teacher exposition enjoyable and meaningful. I remember how he once talked to us about air pressure and described graphically how we all had the weight of four elephants pressing down on us but that because of the equal air pressure inside us we did not feel anything.

Some years later, I worked with another talented teacher who approached the same subject in a different way. We were working on that favourite "Transport" and looking for scientific skills and concepts within the topic. This teacher brought a bicycle into the classroom and asked one of the children to let down the tyres. A fairly memorable and useful demonstration of high pressure moving to low pressure followed.

These two examples of teaching science in the primary school, the "one-off" science lesson and the "one-off" idea within a project are still true of many schools today. Both have value but neither is really achieving much for pupils' scientific development. The key word here is "development": there are many number of scientific activities being undertaken in most schools but they are all too frequently un-coordinated and developmentally haphazard.

The HM Inspectorate report *Education 5 to 9* relates a sorry saga in relation to "Science": "Only a minority of schools operated a planned course... There was little systematic observation or encouragement for children to find patterns; make predictions; and so on. The HMI reports on primary and middle schools make many of the same points. If one also takes into consideration the APU's findings in their report *Science at 11* it is clear that some rethinking needs to be done in the approach to science in primary schools.

It is also evident that there is a willingness among teachers to grapple with the problem: Science courses at I.E.S. and national level seem to be much more frequent than a few years ago and there have been a number of primary science schemes published recently.

There seems also to be a fair degree of consensus about the four main areas of study: living things and their environment, materials and their characteristics, energy and its interaction with materials, and forces and their effects. (These defined in *Science in Primary Schools* (DES 1983).) This augurs well for the future but, I believe, we need to look very carefully at the present context in which most primary schools are functioning if genuine progress is to be made.

At the centre of the problem is not "science" but the whole state of curriculum development at the present time. It is impossible to discuss implementing any innovation without taking into account the way teachers perceive their role and responsibilities. At present, the whole profession is considering outside appraisal (already underway in many authorities), self-assessment and redefinitions of jobs in the light of falling-rolls and career cut-de-sacs.

In such a situation, many schools, which may lack a science specialist, turn to a published scheme for support. Unfortunately, much of the material on the market is either stunningly inappropriate or sets up an almost impossible model for teachers to attain.

Frequently, such schemes are written by specialists whose approach is one which, not unnaturally, makes their specialism the generative source of the whole curriculum or separates



It is vital that we construct problems that have meaning for our pupils.

Alongside this come the near plethora of reports, documents and discussion papers from the HMI, APU and DES, and the varied responses of I.E.S. to circular 6/81 which has produced its own paper mountain (or, in some cases molehill). All this has led to an increasingly complex primary curriculum where teachers are being asked to develop, assess and modify existing practice. With language development and mathematics often perceived as the central areas of the curriculum, it is little wonder that science often rates as a relatively low priority area when schools attempt to respond to the many demands being made upon them.

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High sounds

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teacher awareness of the scientific which is existent in the curriculum. It also allows the extension of some skills in a more scientific way. For example, if children are already finding "patterns" in environmental work they can be encouraged to make predictions and then test them thus carrying out a basic scientific process.

Equally important is to then decide on a balance between content and process and begin to design a relatively simple progression framework.

The fourth point, often overlooked is the role of problem solving techniques which can be effectively used to develop children's scientific thinking. To undertake these steps does not require a great deal of specialist knowledge; it does require an understanding of a process model of teaching and an awareness of how children learn - hopefully, such expertise is more readily available than specialist scientists.

Once the scientific in a particular school's curriculum has been identified and compared to a framework of scientific content and processes it becomes possible to see a way forward by extending existing ideas or introducing new work to fill the gaps.

The school's needs in terms of physical apparatus and materials then become apparent as do implications for classroom organisation and resource allocation.

The relevance to children of problem solving in many science activities is often at best tenuous and at worst spurious; it is vital that we construct problems that have meaning for our pupils and that we construct problems that have meaning for our pupils.

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David Playfoot is headmaster of Glade Primary School, Brandon, Suffolk.

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Head of Department: CO-ORDINATOR OF TECHNOLOGY, Scale 1.4
Re-advertisement.
Required April (August appointment considered) teacher to coordinate in the school the delivery of Computer Studies and Business Studies to Years 4 and 5. The successful candidate will be responsible for the development of a curriculum programme of work in this major innovative field.
Please write for further details to the Headmaster (39732) 132018

NORTHAMPTONSHIRE
MAGDALEN COLLEGE SCHOOL
High Street, Brackley, Northants, NN13 3AE
Roll 1501
Head of Department: CO-ORDINATOR OF TECHNOLOGY, Scale 1.4
Re-advertisement.
Required April (August appointment considered) teacher to coordinate in the school the delivery of Computer Studies and Business Studies to Years 4 and 5. The successful candidate will be responsible for the development of a curriculum programme of work in this major innovative field.
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Please write for further details to the Headmaster (39732) 132018

Scale 2 Posts and above

REDBRIDGE
LONDON BOROUGH OF
REDBRIDGE SCHOOL
Woodford Hills, Redbridge
Tel: 01-504 8766
Head: P.C.D. Doherty, B.A., D.Phil.
Required for September 1985. A well-qualified graduate teacher of Mathematics and Computing.
The person appointed will be required to assist with the teaching of Computer Studies at 'O' and 'A' level and Mathematics at any age level up to sixth form.
The post is on Scale 1 with Outer London Allowance.
Please apply in writing to the Head as soon as possible giving full details of qualifications and experience and addresses of two professional referees. (39667) 132022

WILTSHIRE
ST. JOHN'S SCHOOL
Orchard Road, Marlborough SN8 4AX
11-18 Comprehensive (Mixed), N.O.R. 1300. Sixth Form 170
Headmaster: Mr John T. Price, M.A.
Required for September 1985. Scale 1 teacher of Computer Studies. Salary £5,400. Scale 2 post may be available. Suitable qualified applicant.
Application forms and further details may be obtained from the Headmaster. (39117) 131822

WILTSHIRE
ST. JOHN'S SCHOOL
Orchard Road, Marlborough SN8 4AX
11-18 Comprehensive (Mixed), N.O.R. 1300. Sixth Form 170
Headmaster: Mr John T. Price, M.A.
Required for September 1985. Scale 1 teacher of Computer Studies. Salary £5,400. Scale 2 post may be available. Suitable qualified applicant.
Application forms and further details may be obtained from the Headmaster. (39117) 131822

WILTSHIRE
ST. JOHN'S SCHOOL
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Headmaster: Mr John T. Price, M.A.
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Application forms and further details may be obtained from the Headmaster. (39117) 131822

WILTSHIRE
ST. JOHN'S SCHOOL
Orchard Road, Marlborough SN8 4AX
11-18 Comprehensive (Mixed), N.O.R. 1300. Sixth Form 170
Headmaster: Mr John T. Price, M.A.
Required for September 1985. Scale 1 teacher of Computer Studies. Salary £5,400. Scale 2 post may be available. Suitable qualified applicant.
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WILTSHIRE
ST. JOHN'S SCHOOL
Orchard Road, Marlborough SN8 4AX
11-18 Comprehensive (Mixed), N.O.R. 1300. Sixth Form 170
Headmaster: Mr John T. Price, M.A.
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Application forms and further details may be obtained from the Headmaster. (39117) 131822

WILTSHIRE
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KNOWLEDGE
See advertisement for Headmaster's post on Page 55. (39801) 132022

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DORSET
STURMISTER NEWTON
STURMISTER SCHOOL
Rath Road, Sturminster Newton
Tel: 01258 55091
(11-18 Mixed Rural Comprehensive, 500 pupils)
Head of Department (Scale 3) to direct curriculum development across a broad spectrum of design, creative and technological activities. Although the post is a full-time one, the subject specialist is less important than an imaginative enthusiasm to work closely co-operatively with other departments in assessing and developing the curriculum.
Application forms and further details available from the Headmaster (see page 55) to be returned as soon as possible. (39654) 132118

HAMPSHIRE
BARSTABLE SCHOOL
Barstable, Basingstoke
Tel: 01256 55091
(11-18 Mixed Rural Comprehensive, 500 pupils)
Head of Department (Scale 3) to direct curriculum development across a broad spectrum of design, creative and technological activities. Although the post is a full-time one, the subject specialist is less important than an imaginative enthusiasm to work closely co-operatively with other departments in assessing and developing the curriculum.
Application forms and further details available from the Headmaster (see page 55) to be returned as soon as possible. (39654) 132118

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LEICESTERSHIRE
CITY COUNCIL
Equal Opportunity
Employer
LAKE VALLEY
COLLEGE
15a Road, Syston,
Leicester
High and 14 - 18
(per School)
Roll 1410
L15K SCALE 3
and April 5, 2000

nm. This post of
n department in-
direct responsibi-
lity curriculum develop-
ment examination

contact the Head-
master for further details
Application forms
89417) 132420

Returnable to the
for application

3. (Roll 1,256)

ability for the school and to take appointed will be particular develop-

School

Work of the Infant
t in science and
ril 1985.

100

SECONDARY HOME ECONOMICS continued

NORTHUMBERLAND
KING EDWARD VI SCHOOL
West Collingwood, Morpeth
N55 1 25S
Group 13 Voluntary
Controlled 13 - 18 mixed
Comprehensive
1300 pupils inc. 300 in sixth
form
Home Economics (Scale 1) re-
quired from September 1985
to teach subject at all levels
up to and including A level.
Strong dept with excellent
facilities, working in close
co-operation with the faculty
of pre-voc work to the pro-
fession are welcome to apply.
Removal expenses/allowance
may be payable.
Application forms returnable
to the Head Teacher.
Headteacher: (05373) 133022

V.S.O.

Please see main advertise-
ment under Overseas
Appointments: 133022

Humanities

Heads of Department

HAMPSHIRE
THE ROYAL SCHOOL
11-16 Comp. mixed
Community school
1100 on roll
HEAD OF HUMANITIES,
Scale 1
Subject specialist History or
Geography
Letter of application with
full details, names and
addresses of two educa-
tional referees and 2 referees.
Head: (05045) 133318

Scale 1 Posts

EAST SUSSEX
LONGHILL SCHOOL
Folkestone, Kent
Brighton BN2 7PR
Comprehensive mixed, 11-16
Roll 880
Required from September
1985: Teacher of Humanities
(Scale 1) required to teach
subject at all levels up to
and including A level.
Developing Humanities course
an advantage.
Application forms returnable
to the Head Teacher.
Head: (05345) 133222

EAST SUSSEX
PATCHAM FAWCETT HIGH SCHOOL
Ladies Mile Road, Brighton
BN1 4TE
Boys' Comprehensive, 11-16
Roll approx. 750
Required from September
1985: Teacher of Humanities
(Scale 1). Please state minority
subjects offered.
Relocation grants available
in approved cases.
Application forms returnable
to the Head Teacher.
Head: (05345) 133222

HAVING

LAVERING
LAVERING BOROUGH OF
FOREST LODGE SCHOOL
(Roll 880 Mixed)
Lavington, West Sussex
Teacher of
Sociology, Scale 1
Further details available
under Secondary Social Stu-
dies, Scale 1. (05120) 133222

KENT

KENT COUNCIL
EDUCATION DEPARTMENT
Ashford, Kent
Required from September
1985: Scale 1 Teacher of
Humanities. The Humanities
Department comprises: His-
tory, Geography, Social Stu-
dies and Religious Education.
Apply by letter to the Head
Teacher stating subjects
which you are able to teach
and to which level C.V. and
two referees. (05611) 133222

NORTH YORKSHIRE

COUNTY COUNCIL
WETHERBY HIGH SCHOOL
Wetherby Road,
Wetherby, Leeds LS18 2JL
Required from September
1985: An experienced teacher
of ECONOMICS/COMMERCE
and Social Studies to co-
ordinate and monitor the use
of computers and to develop
Humanities Department.
The person appointed will
be expected to take charge
of a newly developed
British Industrial Society
course which is offered at
the school.
Apply by letter to the
Headmaster at the school,
stating curriculum vitae and
the names and addresses of
two referees. (05325) 133222

NORTHAMPTONSHIRE

MADDALEN COLLEGE
High Street, Brackley
Northampton NN16 8JL
444 pupils. Commercial
and Domestic. Scale 133222
(053125)

POWYS
COUNCIL
EDUCATION DEPARTMENT
CRICKHILL HIGH SCHOOL
Crickhill, Cardiff
Boys' Comprehensive, 11-16
Roll approx. 750
Required from September
1985: Teacher of Humanities
(Scale 1). Please state minority
subjects offered.
Relocation grants available
in approved cases.
Application forms returnable
to the Head Teacher.
Head: (05345) 133222

Mathematics

Heads of Department

BARKING AND DAGENHAM
COUNCIL
EDUCATION DEPARTMENT
Barking and Dagenham
London E16 1JL
Required from September 1985:
An experienced teacher of
Mathematics (Scale 1) to co-
ordinate and monitor the use
of computers and to develop
Humanities Department.
The person appointed will
be expected to take charge
of a newly developed
British Industrial Society
course which is offered at
the school.
Apply by letter to the
Headmaster at the school,
stating curriculum vitae and
the names and addresses of
two referees. (05325) 133222

NORTHAMPTONSHIRE

MADDALEN COLLEGE
High Street, Brackley
Northampton NN16 8JL
444 pupils. Commercial
and Domestic. Scale 133222
(053125)

LEICESTERSHIRE

COUNTY COUNCIL
AN EQUAL OPPORTUNITY
WREAKE VALLEY COLLEGE
Parkside Road, Syston,
Leicester
(11-14 High and 14-18
Upper School)
Roll 1410
MATHEMATICS SCALE 4
Required August, an en-
thusiastic and experienced
Mathematics Teacher to
lead the department, to
develop the department
successfully, to co-ordinate
the department's work
and to be responsible for
the department's success.
An equal opportunity employer.
(05345) 133222

BERKSHIRE

ROGERS PARK SCHOOL
Rogers Park, Slough SL3 6JL
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

CUMBRIA

COUNTY COUNCIL
EDUCATION DEPARTMENT
WIGTON CAT 9PK
Wigton, Cumbria
Comprehensive, 11-18
Roll 100 in 6th form
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

ENFIELD

LONDON BOROUGH OF
ENFIELD
ST IGNATIUS UPPER SCHOOL
Turkey Street, Enfield,
Middlesex EN1 4NP
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

ESSEX

THE GREENWICH SCHOOL
Greenwich, London SE18 6PU
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

DEVON

PLANNED PROGRESS
Devon
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

EALING

LONDON BOROUGH OF
EALING
THREE SCALE 4 ADVISORY
MATHEMATICS
The Authority is seeking
three teachers to support the
teaching of mathematics in
the primary and secondary
schools. The teachers will be
expected to exemplify and
develop the department's
work. The successful candi-
date will be involved in the
development of materials and
the development of a staff
development programme.
London W5 3LH
Application forms from the
Headmaster at the school,
stating curriculum vitae and
the names and addresses of
two referees. (05345) 133222

ENFIELD
LONDON BOROUGH OF
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AN EQUAL OPPORTUNITY
WREAKE VALLEY COLLEGE
Parkside Road, Syston,
Leicester
(11-14 High and 14-18
Upper School)
Roll 1410
MATHEMATICS SCALE 4
Required August, an en-
thusiastic and experienced
Mathematics Teacher to
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develop the department
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the department's work
and to be responsible for
the department's success.
An equal opportunity employer.
(05345) 133222

BERKSHIRE

ROGERS PARK SCHOOL
Rogers Park, Slough SL3 6JL
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

CUMBRIA

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EDUCATION DEPARTMENT
WIGTON CAT 9PK
Wigton, Cumbria
Comprehensive, 11-18
Roll 100 in 6th form
Required from September 1985:
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and to develop the depart-
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An equal opportunity employer.
(05345) 133222

ENFIELD

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An equal opportunity employer.
(05345) 133222

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(05345) 133222

CUMBRIA

COUNTY COUNCIL
EDUCATION DEPARTMENT
WIGTON CAT 9PK
Wigton, Cumbria
Comprehensive, 11-18
Roll 100 in 6th form
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

ENFIELD

LONDON BOROUGH OF
ENFIELD
ST IGNATIUS UPPER SCHOOL
Turkey Street, Enfield,
Middlesex EN1 4NP
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

ESSEX

THE GREENWICH SCHOOL
Greenwich, London SE18 6PU
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

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EDUCATION DEPARTMENT
WIGTON CAT 9PK
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and to develop the depart-
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An equal opportunity employer.
(05345) 133222

DEVON

PLANNED PROGRESS
Devon
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

EALING

LONDON BOROUGH OF
EALING
THREE SCALE 4 ADVISORY
MATHEMATICS
The Authority is seeking
three teachers to support the
teaching of mathematics in
the primary and secondary
schools. The teachers will be
expected to exemplify and
develop the department's
work. The successful candi-
date will be involved in the
development of materials and
the development of a staff
development programme.
London W5 3LH
Application forms from the
Headmaster at the school,
stating curriculum vitae and
the names and addresses of
two referees. (05345) 133222

LEICESTERSHIRE

COUNTY COUNCIL
AN EQUAL OPPORTUNITY
WREAKE VALLEY COLLEGE
Parkside Road, Syston,
Leicester
(11-14 High and 14-18
Upper School)
Roll 1410
MATHEMATICS SCALE 4
Required August, an en-
thusiastic and experienced
Mathematics Teacher to
lead the department, to
develop the department
successfully, to co-ordinate
the department's work
and to be responsible for
the department's success.
An equal opportunity employer.
(05345) 133222

BERKSHIRE

ROGERS PARK SCHOOL
Rogers Park, Slough SL3 6JL
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

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EDUCATION DEPARTMENT
WIGTON CAT 9PK
Wigton, Cumbria
Comprehensive, 11-18
Roll 100 in 6th form
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(05345) 133222

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Application forms from the
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MATHEMATICS SCALE 4
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An equal opportunity employer.
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WIGTON CAT 9PK
Wigton, Cumbria
Comprehensive, 11-18
Roll 100 in 6th form
Required from September 1985:
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(Scale 1) to co-ordinate and
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An equal opportunity employer.
(05345) 133222

ENFIELD

LONDON BOROUGH OF
ENFIELD
ST IGNATIUS UPPER SCHOOL
Turkey Street, Enfield,
Middlesex EN1 4NP
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

HILLINGDON
LONDON BOROUGH OF
HILLINGDON
SWAKELEY SCHOOL
Hillingdon, Middlesex
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

SURREY

ROYAL GRAMMAR
Guildford
(HMC - 700 day boys - 11
to 18 - 200 in 6th form)
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

BUCKINGHAMSHIRE

WYCOMBE AREA HIGH SCHOOL
Wycombe, Bucks. HP13 6QT
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

BARNET

LONDON BOROUGH OF
BARNET
MILL HILL COUNTY HIGH SCHOOL
Barnet, London N4 3JL
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

POWYS

COUNCIL
EDUCATION DEPARTMENT
CRICKHILL HIGH SCHOOL
Crickhill, Cardiff
Boys' Comprehensive, 11-16
Roll approx. 750
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

EAST SUSSEX

LONGHILL SCHOOL
Folkestone, Kent
Brighton BN2 7PR
Comprehensive mixed, 11-16
Roll 880
Required from September
1985: Teacher of Humanities
(Scale 1) required to teach
subject at all levels up to
and including A level.
Developing Humanities course
an advantage.
Application forms returnable
to the Head Teacher.
Head: (05345) 133222

WEST SUSSEX

LAVERING BOROUGH OF
FOREST LODGE SCHOOL
(Roll 880 Mixed)
Lavington, West Sussex
Teacher of
Sociology, Scale 1
Further details available
under Secondary Social Stu-
dies, Scale 1. (05120) 133222

LEICESTERSHIRE

COUNTY COUNCIL
AN EQUAL OPPORTUNITY
WREAKE VALLEY COLLEGE
Parkside Road, Syston,
Leicester
(11-14 High and 14-18
Upper School)
Roll 1410
MATHEMATICS SCALE 4
Required August, an en-
thusiastic and experienced
Mathematics Teacher to
lead the department, to
develop the department
successfully, to co-ordinate
the department's work
and to be responsible for
the department's success.
An equal opportunity employer.
(05345) 133222

BERKSHIRE

ROGERS PARK SCHOOL
Rogers Park, Slough SL3 6JL
Required from September 1985:
A teacher of Mathematics
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monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

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COUNTY COUNCIL
EDUCATION DEPARTMENT
WIGTON CAT 9PK
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Roll 100 in 6th form
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and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

ENFIELD

LONDON BOROUGH OF
ENFIELD
ST IGNATIUS UPPER SCHOOL
Turkey Street, Enfield,
Middlesex EN1 4NP
Required from September 1985:
A teacher of Mathematics
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and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

ESSEX

THE GREENWICH SCHOOL
Greenwich, London SE18 6PU
Required from September 1985:
A teacher of Mathematics
(Scale 1) to co-ordinate and
monitor the use of computers
and to develop the depart-
ment's work successfully.
An equal opportunity employer.
(05345) 133222

DEVON

SECONDARY OTHER THAN BY SUBJECT

continued

LEICESTERSHIRE COUNTY COUNCIL

An Equal Opportunity Employer

THE CITY OF LEICESTER

Downing Drive, Evington, Leicestershire

(11 - 18 Secondary)

LEARNING ADVICE

Required August. Head of Learning Advice in the unincorporated City of Leicester and surrounding areas. The scope is very wide ranging and the person appointed will be expected to be involved in curriculum development throughout the year and to advise on a wide range of 11-18.

Apply to Headmaster, Designate (Tel: Leicester 315884) for details and application forms (315851, 315852, 315853).

NORTHUMBERLAND CRAWLINGTON COUNTY

Highburn, Cramlington NE33 6BN

Comprehensive High, 1368

HEAD OF SIXTH FORM

(Scale 4)

Required from September 1985, on the promotion of the present post holder, who has also made a major contribution to curriculum development locally and nationally in Economics and Business education.

However, applications are invited from all subject disciplines from candidates who are keen to develop their own areas of specialisation in sixth form provision and in the inter-relationship between education and training.

Removal expenses and wages allowance may be payable.

Application forms, returnable to the Headmaster, (30374), 15618.

Further details (30374), 15618.

Scale 2 Posts and above

HUMBERSIDE EDUCATION DEPARTMENT

WITHERNESS HIGH SCHOOL, Hull Road, Witherness HU15 2ED

Comprehensive High, 1368

Required from September 1985, on the promotion of the present post holder, who has also made a major contribution to curriculum development locally and nationally in Economics and Business education.

However, applications are invited from all subject disciplines from candidates who are keen to develop their own areas of specialisation in sixth form provision and in the inter-relationship between education and training.

Removal expenses and wages allowance may be payable.

Application forms, returnable to the Headmaster, (30374), 15618.

Further details (30374), 15618.

Scale 1 Posts

BARNET LONDON BOROUGH

High Street, Barnet, Herts. EN4 6JF

Comprehensive High, 1368

Required from September 1985, on the promotion of the present post holder, who has also made a major contribution to curriculum development locally and nationally in Economics and Business education.

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Removal expenses and wages allowance may be payable.

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Further details (30374), 15618.

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are expected for the Autumn Term, 1985. Application forms and details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope. Closing date 5th April, 1985 unless otherwise indicated.

SECONDARY

Senior Teacher - Head of Science and Technology

HAYWOOD COMPREHENSIVE SCHOOL, School Lane, Sherwood, Nottingham NG5 8JF

Headmaster: J. Chatter, M.Ed., B.Sc. (Mod): 917 (11-16)

Senior Teacher to be Head of Science and Technology. An enthusiastic and dynamic teacher is sought to lead the Science Department. Development of Science teaching throughout the school, have responsibility for Physics and be a member of the Senior Management Team.

Scale 1 - Mathematics

GEDLING COMPREHENSIVE SCHOOL, Victoria Avenue, Gedling, Nottingham NG16 9JL

Headmaster: J. D. Baker, M.A. (Mod): 908 (11-16)

Graduate teacher of Mathematics to teach the subject throughout the school to 'A' level standard. Ability to teach Computer Science/Physics Education an advantage though not essential.

Scale 1 - Physics

TOOT HILL COMPREHENSIVE SCHOOL, The Banks, Nottingham, Nottingham NG13 8BL

Headmaster: J. D. Baker, M.A. (Mod): 908 (11-16)

Teacher of Physics. Some knowledge and experience of Computer Education would be useful.

Scale 1 - Mathematics

TOOT HILL COMPREHENSIVE SCHOOL, The Banks, Nottingham, Nottingham NG13 8BL

Headmaster: J. D. Baker, M.A. (Mod): 908 (11-16)

Teacher of Mathematics. Some knowledge and experience of Computer Education would be useful.

BRADFORD METROPOLITAN COUNCIL

Education Department, Bradford City Hall, Bradford, West Yorkshire

Required from September 1985, on the promotion of the present post holder, who has also made a major contribution to curriculum development locally and nationally in Economics and Business education.

However, applications are invited from all subject disciplines from candidates who are keen to develop their own areas of specialisation in sixth form provision and in the inter-relationship between education and training.

Removal expenses and wages allowance may be payable.

Application forms, returnable to the Headmaster, (30374), 15618.

Further details (30374), 15618.

Scale 2 Posts and above

LEICESTERSHIRE COUNTY COUNCIL

Downing Drive, Evington, Leicestershire

Comprehensive High, 1368

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Further details (30374), 15618.

Scale 1 Posts

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Further details (30374), 15618.

Scale 2 Posts and above

HUMBERSIDE EDUCATION DEPARTMENT

WITHERNESS HIGH SCHOOL, Hull Road, Witherness HU15 2ED

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Further details (30374), 15618.

Scale 1 Posts

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Further details (30374), 15618.

Scale 2 Posts and above

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Downing Drive, Evington, Leicestershire

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Further details (30374), 15618.

NORTH WALES PENRHO COLLEGE

Penrhy, Penrhy, North Wales

Required from September 1985, on the promotion of the present post holder, who has also made a major contribution to curriculum development locally and nationally in Economics and Business education.

However, applications are invited from all subject disciplines from candidates who are keen to develop their own areas of specialisation in sixth form provision and in the inter-relationship between education and training.

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Further details (30374), 15618.

Scale 2 Posts and above

LEICESTERSHIRE COUNTY COUNCIL

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Scale 1 Posts

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Further details (30374), 15618.

Scale 2 Posts and above

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Application forms, returnable to the Headmaster, (30374), 15618.

Further details (30374), 15618.

Scale 1 Posts

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High Street, Barnet, Herts. EN4 6JF

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Application forms, returnable to the Headmaster, (30374), 15618.

Further details (30374), 15618.

DORSET WYMOUTH COLLEGE

Weymouth, Dorset

Required from September 1985, on the promotion of the present post holder, who has also made a major contribution to curriculum development locally and nationally in Economics and Business education.

However, applications are invited from all subject disciplines from candidates who are keen to develop their own areas of specialisation in sixth form provision and in the inter-relationship between education and training.

Removal expenses and wages allowance may be payable.

Application forms, returnable to the Headmaster, (30374), 15618.

Further details (30374), 15618.

Scale 2 Posts and above

LEICESTERSHIRE COUNTY COUNCIL

Downing Drive, Evington, Leicestershire

Comprehensive High, 1368

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Scale 1 Posts

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Further details (30374), 15618.

Scale 2 Posts and above

LEICESTERSHIRE COUNTY COUNCIL

Downing Drive, Evington, Leicestershire

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Further details (30374), 15618.

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Removal expenses and wages allowance may be payable.

Application forms, returnable to the Headmaster, (30374), 15618.

Further details (30374), 15618.

Scale 2 Posts and above

LEICESTERSHIRE COUNTY COUNCIL

Downing Drive, Evington, Leicestershire

SPECIAL EDUCATION
continued

HOUNSLOW
MARTIN LUTHER SCHOOL FOR THE PHYSICALLY HANDICAPPED
Windsor Road, Hounslow TW4 7TE
Tel: 01-570 9169
(No. on Roll - 101)
Headteacher: Mrs G. Boyd
Required for September 1985. Scale 1 Teacher plus Special Educational Allowance. A qualification or experience in the education of the developmentally young, to work as a member of a multi-disciplinary team in this day school for pupils with special needs, mainly physical handicaps, learning difficulties and health problems.
The person appointed must be capable of meeting the individual learning needs of the severely handicapped throughout the school.
Application forms available from the Director of Education, (Ref: PA/SEA), Civic Centre, Langston 4DN, Hounslow TW4 4DN, to whom they should be returned within 14 days of this advertisement.
Salary: £6,250 p.a.
OCCUPATIONAL EMPLOYMENT (39283) 160022

HUMBERSIDE
EDUCATION COMMITTEE
SUTCLIFFE SPECIAL SCHOOL
Second Avenue, Grimsby
Required for April, 1985 or as soon as possible for a teacher for a class of nine 11-13 year olds in this all day school for children with severe learning difficulties. Special educational training or qualification preferred. Letters of application, including details of curriculum vitae and the names and addresses of two referees, should be forwarded to the Director of Education within 14 days of this advertisement.
160022 (39283)

KENT
COUNTY COUNCIL
SCHOOL OF DEPARTMENT
TONBRIDGE & MALLING
MALLING HOUSE SCHOOL
TOWN HILL, West Malling, Kent, ME18 5QL
Assistant Teacher - SEN (M)
Temporary for one term in the first instance
Required as soon as possible, a temporary full-time teacher to teach in the first instance school for SEN pupils with special educational needs. The person appointed must have a qualification or experience in the education of the developmentally young, to work as a member of a multi-disciplinary team in this day school for pupils with special needs, mainly physical handicaps, learning difficulties and health problems.
The person appointed must be capable of meeting the individual learning needs of the severely handicapped throughout the school.
Application forms available from the Director of Education, (Ref: PA/SEA), Civic Centre, Langston 4DN, Hounslow TW4 4DN, to whom they should be returned within 14 days of this advertisement.
Salary: £6,250 p.a.
OCCUPATIONAL EMPLOYMENT (39283) 160022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF SERVICES
BLIND/VISUALLY IMPAIRED
Ref: 841
Required for the Summer Term only a temporary teacher for BLIND/VISUALLY IMPAIRED children to undertake a peripatetic role within the district. The person appointed must have a qualification or experience in the education of the developmentally young, to work as a member of a multi-disciplinary team in this day school for pupils with special needs, mainly physical handicaps, learning difficulties and health problems.
The person appointed must be capable of meeting the individual learning needs of the severely handicapped throughout the school.
Application forms available from the Director of Education, (Ref: PA/SEA), Civic Centre, Langston 4DN, Hounslow TW4 4DN, to whom they should be returned within 14 days of this advertisement.
Salary: £6,250 p.a.
OCCUPATIONAL EMPLOYMENT (39283) 160022

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
MORCAMEY & HEYSHAM SUNNYSIDE SEN (M)
Morpheus (195 on Roll)
Required 1st September 1985 or as soon as possible.
2 POSTS
(1) Scale 1 & 2 - Lower Secondary. Enthusiastic Class Teacher. Ability to offer 'Boys' PE/Games essential.
(2) Scale 1 & 2 - Upper Secondary. Enthusiastic Class Teacher. Ability to offer 'Boys' PE/Games essential.
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KNOWSLEY
Required for September 1985 or as soon as possible
CAMBERLEY SEN (M)
Arncroft Road, Knowsley, Merseyside L35 9PB
(55 boys and girls)
Re-advertisement - previous applicants need not re-apply.
Scale 1(a) Teacher to teach in the lower school.
HIGGINS (M)
SCHOOL
Bailways Lane, Hainwood, Merseyside L35 9PB
(40 boys and girls)
Scale 1(a) Teacher, possibly of Scale 2(a) for suitable application. (Further details by sending a.c.o. to the Headteacher.)
For application forms send a.c.o. to the Education Officer, Hainwood School, Hainwood, Merseyside L35 9PB. Forms to be returned by 12.4.85. To be quoted on all correspondence. 160022 (39094)

NORTH YORKSHIRE
COUNTY COUNCIL
THE WOODLANDS SCHOOL
Required for September 1985 a suitably qualified and experienced teacher for the Senior Department of this school. The person appointed must have a qualification or experience in the education of the developmentally young, to work as a member of a multi-disciplinary team in this day school for pupils with special needs, mainly physical handicaps, learning difficulties and health problems.
The person appointed must be capable of meeting the individual learning needs of the severely handicapped throughout the school.
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SHROPSHIRE
EDUCATION COMMITTEE
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
RADBOCK CENTRE
Radbrook, Shrewsbury, Shropshire, SY5 5BL
PERIPATETIC TEACHER/TECHNICIAN
Qualified teacher of the Deaf with audiology diploma wanted for one year from September 1985 to cover secondment. Full responsibility for hearing aids.
Details and application forms available from the Education Officer, Radbrook Centre, Radbrook, Shrewsbury, Shropshire, SY5 5BL. Phone: 0303 753577. 160022 (31485)

NORTHAMPTONSHIRE
DALLINGTON PARK SCHOOL
Holtwood Road, Northampton NN3 7AH
Required for September 1985, or as soon as possible, a full-time nursery assistant. The person appointed must have a qualification or experience in the education of the developmentally young, to work as a member of a multi-disciplinary team in this day school for pupils with special needs, mainly physical handicaps, learning difficulties and health problems.
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Appointments in Scotland

Regional Council
Education Department
COMMUNITY EDUCATION WORKER
(Ref. 526/84)
£7,746-£10,107
Location: Crieff

The successful applicant will assist with the organisation, development and control of the Community Education Programme in the Central District of the Perth and Kinross Area. It is planned to locate the office in Crieff, the premises currently being adapted. Temporary office accommodation will be provided in Auchtermuchty. It is essential that applicants hold a current driving licence and an essential car users allowance is paid. A job specification is available. Closing date for receipt of applications is Friday 5th April 1985.

Unless otherwise specified, application forms for the above post are available from and returnable to the Director of Manpower Services, 95 Commercial Street, Dundee - telephone Dundee 22881 Ext. 3681. Answering Device 8.45 am-6.00 pm Monday to Friday.

Removal and relocation expenses are available in certain circumstances for staff appointments.

Candidates of either sex may apply. (10017)

EDINBURGH
THE SCOTTISH COUNCIL
FOR EDUCATION
GUIDANCE AND CHOICE
IN THE 16-18 ACTION PLAN

SENIOR RESEARCH POST
The post is for a senior research officer, which will shortly be advertised. The person appointed will be responsible for the research team involved in this major study of young adults in education. The team are engaged in evaluating the effectiveness of guidance and choice within the modular structure proposed by the action plan within selected colleges of further education.

Applicants should have post-graduate qualifications in education, sociology, or psychology, coupled with relevant research experience. Knowledge of current developments in the FE system is essential.

The post is full-time but is temporary for a period of 2 years & months.

Secondment from existing employment will be sought where appropriate. The appointment will commence as soon as possible and salary will be dependent on qualifications, current salary and experience. Salary scale £12,413 - £18,300 p.a. or £10,865 - £13,800 p.a. under review, currently under review.

The closing date for applications is 5th April 1985.

Application forms and further particulars may be obtained from the Director of Education, The Scottish Council for Research in Education, 18 St John Street, Edinburgh EH3 5JR. (39783) 17000

WALTHAM FOREST
AN EQUAL OPPORTUNITIES EMPLOYER
WALTHAM FOREST SCHOOL AND CENTRE
McDonald Road, London E17 1JH
Mr. R. Turner
Required for the Summer Term
Salary Scale 1(a) plus Outer London Allowance
The person appointed will be responsible for the school and centre. The person appointed must have a qualification or experience in the education of the developmentally young, to work as a member of a multi-disciplinary team in this day school for pupils with special needs, mainly physical handicaps, learning difficulties and health problems.
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ST. ANDREW'S COLLEGE OF EDUCATION
Beardsden
Glasgow G61 4QA

LECTURER IN COMPUTING SCIENCE

Applications are invited for the post of Lecturer in Computing Science. The person appointed will be responsible to the Director of Learning Resources primarily for the provision of a teaching qualification in Computing Education and the supervision of students on teaching practice.

A formal qualification in Computing or Computer Science and a secondary teaching qualification are required. Knowledge of Information Technology or Microelectronics would be an additional advantage.

The salary for the post is £8,688-£13,716.

Application forms and further information may be obtained from the Principal (tel: 041-943 1424), to whom completed forms should be returned by 28th March 1985.

FIFE REGIONAL COUNCIL
EDUCATION COMMITTEE
KIRKCALDY COLLEGE OF TECHNOLOGY

LECTURER 'A' IN PROCESS PLANT/PETROLEUM ENGINEERING

Applications are invited from persons holding an appropriate Honours Degree in Engineering, Industrial Science or Process Plant or Petroleum Engineering or equivalent.

Successful candidates will be required to teach SCOT/50/100 High Diploma and Higher Certificate courses.

Salary Range: £8,688 to £12,777 (or £13,716) with placing according to qualifications and experience.

In-Service Teacher Training may be arranged if necessary.

Application forms, which should be returned by Friday 5th April, 1985 can be obtained from the Director of Education, Kirkcaldy College, Kirkcaldy, Fife. (10028)

DULWICH COLLEGE
LONDON SE21

APPOINTMENT OF HEAD

The Governors invite applications for the appointment of Head of Dulwich College to succeed Mr D. A. Emms, M.A., who will retire on 31st August 1988.

Full particulars of the Post may be obtained from the Clerk to the Governors, Dulwich College, London SE21 7LD to whom applications should be sent by 30th April 1985.

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WIRRAL
UPTON HALL CONVENT GRAMMAR SCHOOL
Upton, Wirral L49 4LJ
(girls 11-18 years, 346 on roll)
HEAD OF ART DEPARTMENT (Scale 3)
Required for September 1985. The successful applicant will be expected to have experience in teaching 'O' and 'A' level Examination courses.
Apply in writing to Headmaster on enclosure copy of curriculum vitae and names and addresses of two referees. (39842) 181218

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Required for September 1985. The successful applicant will be expected to have experience in teaching 'O' and 'A' level Examination courses.
Apply in writing to Headmaster on enclosure copy of curriculum vitae and names and addresses of two referees. (39842) 181218

WIRRAL
UPTON HALL CONVENT GRAMMAR SCHOOL
Upton, Wirral L49 4LJ
(girls 11-18 years, 346 on roll)
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UPTON HALL CONVENT GRAMMAR SCHOOL
Upton, Wirral L49 4LJ
(girls 11-18 years, 346 on roll)
HEAD OF ART

INDEPENDENT EDUCATION

CHESHIRE
continued

ST. AMBROSE COLLEGE
St. Ambrose, Cheshire, WA15 0JX
Independent (Boys) R.C.
100 Girls Boarding and Day
Two posts available. September 1985. Salary: £10,000-£12,000. Apply in writing to the Headmaster, St. Ambrose College, Cheshire, WA15 0JX. (350534)

CHESHIRE
S. HILARY'S SCHOOL
Alderley Edge, Chesh., SK9 5JL
Tel: 583110
Biology Graduate required for September 1985 to be able to teach Biology to A Level and some general science in the Lower School for 20/25 lessons a week. Salary: £10,000-£12,000. Apply in writing to the Headmaster, St. Hilary's School, Alderley Edge, Chesh., SK9 5JL. (350534)

GLOUCESTERSHIRE

THE KING'S SCHOOL
SHMS Boarding/Day Co-educational

Required in September 1985 a graduate to teach throughout the school up to Advanced Level. Ability to help with general (hook, rowing or rugby) and will be able to assist with boarding duties would be an advantage. The post would suit a young teacher looking for a first or second appointment. Burnham Scale 1.

Applications with CV and the names and addresses of two referees to the Headmaster, The King's School, Gloucester, GL1 2EQ from whom further details will be available. (350534)

HARTFORDSHIRE

COLWYN COLLEGE
Colwyn Bay, North Wales.
G.S.A. 307 Girls Boarding and Day.

Required for September 1985:

HEAD OF ENGLISH

Burnham 3.

A strong and imaginative department. Knowledge of experience of Continuous Assessment an advantage.

TEACHER OF MATHEMATICS

Burnham 1.

Teaching to 'A' Level in a strong department. Ideal for recently qualified graduates with interest in computing.

TEACHER OF NEEDLEWORK AND CRAFT

Burnham 1.

Creativity essential, plus willingness and ability to co-operate with C.D.T. and Art departments.

TEACHER OF GENERAL SUBJECTS

Burnham 1.

Ability to teach Latin to 'O' Level a distinct asset.

We are looking for people with energy, dynamism and genuine commitment and high academic standards and education in the broadest sense.

Residential accommodation is available for unmarried staff.

Letter of application plus names of two professional referees to the Headmaster, Penrhos College, Colwyn Bay, Cwyd. LL28 4DA. (350534)

THE JUNIOR SCHOOL

CHELTENHAM COLLEGE

HEAD

The position of Head of The Junior School, Cheltenham College, will fall vacant in April 1986. Full details and application forms may be obtained from the Secretary to the Council, Cheltenham College, Glos., GL53 7LD.

Closing date for applications to be received, 23rd April 1986.

GLOUCESTER
THE KING'S SCHOOL
Independent Catholic School
St. Ambrose, Cheshire, WA15 0JX
Co-educational S.H.M.T.S.
Enthusiastic teacher required for September 1985 to take charge of form of 9 year olds. Ability to take general and will be able to assist with boarding duties on advanced Burnham Scale 1. Apply in writing with CV and the names and addresses of two referees to the Headmaster, The King's School, Gloucester, GL1 2EQ. Interviews will take place during week beginning 1st April. 185624 (350519)

MINISTRY OF DEFENCE

DUKE OF YORK'S ROYAL MILITARY SCHOOL

(Independent Boarding School 470 Boys 11-19)

Required for September 1985:

MATHEMATICS

A well qualified graduate to teach up to and including the level of some 6th form work possible.

BUSINESS STUDIES

A well qualified person to teach on a variety of related courses including B.E.C. National, 'O' and 'A' Level. Appropriate Business experience would be an advantage.

Candidates for both posts must be prepared to commit themselves fully to the life and ethos of the school and the ability to coach at least one of the major sports to team level is desirable.

Salary - Burnham Scale 1 plus generous Boarding Allowance. Both married and single accommodation is available at a fair rate.

Application forms from the Headmaster (Tel. 0303 550118, Ext. 312) Duke of York's Royal Military School, Dover, Kent CT15 2EQ.

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITY EMPLOYER. 185684 (350502)

SHROPSHIRE
CONCORD COLLEGE
Acton Burnell Hall, Near Shrewsbury
Young Teacher required for September 1985 to take charge of form of 9 year olds. Ability to take general and will be able to assist with boarding duties on advanced Burnham Scale 1. Apply in writing with CV and the names and addresses of two referees to the Headmaster, Concord College, Acton Burnell Hall, Near Shrewsbury. (350534) 185624

Preparatory Schools

Headships

CUMBRIA

ST. MONICA'S PREPARATORY SCHOOL LTD

HEADSHIP

Required for Sept. 85 New Indep. R.C. School being built to succeed the former St. Monica's School in Carlisle. The Governors are seeking to appoint a practising and committed R.C. Burnham rate will apply.

Full C.V. with 3 ref. in writing to The Chairman, St. Monica's School, Carlisle CA1 1DE. Closing date Tuesday March 26. Interviews Wed. 3rd April 85. (31451) 500010

SURREY

HEAD

Applications are invited for the post of Head of this substantial and respected Preparatory School (385 boys) following the untimely death of the Headmaster.

Details from: The Secretary, Walling School, Walling, Surrey GU24 0JY. Appointment for Sept. 1985 or later. Salary circa £13,14,000 by negotiation. 500010 (31451)

WALFOLP SCHOOL

Applications are invited for the post of Head of this substantial and respected Preparatory School (385 boys) following the untimely death of the Headmaster.

Details from: The Secretary, Walling School, Walling, Surrey GU24 0JY. Appointment for Sept. 1985 or later. Salary circa £13,14,000 by negotiation. 500010 (31451)

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By Subject Classification

Classics

Other Assistants

KENYA

BANDA SCHOOL
Nairobi
Required for September 1985 a qualified teacher to teach C.E. and Scholarship level. The Banda is situated on the edge of Nairobi game park and is a member of the I.A.P.S. (28083) 201624

Computer Studies

Other Assistants

HUDDERSFIELD

COMPUTER STUDIES
ST. DAVID'S SCHOOL
Huddersfield
I.A.P.S. I.S.A.I. Department. Must be familiar with all aspects of computers. Apply to the Headmaster, Huddersfield (31086) 203024

English

Other Assistants

COLWYN BAY

RYDAL PREPARATORY SCHOOL
I.A.P.S. 118 Boarders, 75 day pupils. Co-educational: 7

Required for September 1985 a qualified teacher to teach English to the school. The school is a member of the I.A.P.S. (28083) 203024

Full C.V. with 3 ref. in writing to The Chairman, St. Monica's School, Carlisle CA1 1DE. Closing date Tuesday March 26. Interviews Wed. 3rd April 85. (31451) 500010

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SURREY
KING'S HOUSE SCHOOL
King's House, Surrey
(I.A.P.S. Day Preparatory School)
Required for September 1985 a qualified teacher to take charge of form of 9 year olds. Ability to take general and will be able to assist with boarding duties on advanced Burnham Scale 1. Apply in writing with CV and the names and addresses of two referees to the Headmaster, King's House School, King's House, Surrey. (28750) 202424

Geography

Other Assistants

KENYA

SCHOOL
Nairobi
Required for September 1985 a qualified teacher to teach C.E. and Scholarship level. The school is a member of the I.A.P.S. (28083) 201624

Full C.V. with 3 ref. in writing to The Chairman, St. Monica's School, Carlisle CA1 1DE. Closing date Tuesday March 26. Interviews Wed. 3rd April 85. (31451) 500010

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COLLEGES OF FURTHER EDUCATION continued

CORNWALL
MID CORNWALL COLLEGE OF FURTHER EDUCATION, Palace Road, St. Austell, Cornwall.
Head of Department of Business Studies Grade V.
Salary £16,958 - £17,877.
To commence 1st September 1985.
Applications are invited for the above post following the retirement of the present holder.
Further particulars and application forms are available from the Principal, Mid Cornwall College of Further Education, Palace Road, St. Austell, Cornwall PL25 4BW. Closing date 22nd April 1985. (31461) 220018

WARWICKSHIRE
WARWICKSHIRE COLLEGE OF TECHNOLOGY, 688, High Street, Warwick.
Head of Department of Creative Arts and Student Services (Grade V).
Applications are invited from suitably qualified and experienced candidates who wish to join the new department created by a recent college reorganisation on matrix lines.
The postholder will be leaving the college at the end of the spring term on retirement.
Further details and application forms are available from the Principal, Warwick College of Technology, 688, High Street, Warwick, CV3 5EF. Closing date 22nd April 1985. (31678) 220018

SUFFOLK
COUNTY COUNCIL
LOWESTOFT COLLEGE OF FURTHER EDUCATION
HEAD OF DEPARTMENT OF TECHNOLOGY AND SCIENCE GRADE IV
Applications are invited for the post of Head of Department of Technology and Science. The appointment is vacant from the 1st September 1985.
Salary in accordance with the current Burmah Scale for Teachers in FE Establishments £14,799 - £16,578.
Further details and application forms are available from the Principal, Lowestoft College of Further Education, St Peter's Street, Lowestoft, Suffolk IP11 3AB.
Closing date for receipt of applications: 14th April 1985. (31384) 220018

AVON COUNTY
CITY OF BATH
TECHNICAL COLLEGE
CONSTRUCTION INDUSTRIES DEPARTMENT
A LECTURER GRADE I is required as soon as possible to teach mainly construction subjects to apprentices and students. The college needs a well-qualified person having recent industrial/site experience in practice, preferably in the construction industry, and a sympathy for the general management of apprentices/students.
The successful candidate will join a team of well-qualified staff engaged primarily in teaching on C & C and TOPS National Courses.
Salary Scale: £5,910 - £10,512 (under review). Salary point depending on qualifications and experience.
Further particulars and application forms (see plan) from the Principal, Bath Technical College, Bath BA1 1UP. Closing date 15th April 1985. 220036 (31496)

CUMBRIA
CARLISLE TECHNICAL COLLEGE
Applications are invited from suitably qualified and experienced candidates for the following posts:
1. Business and Management Specialist Needs.
2. L1 - £11,175 - £11,175
3. L2 - £11,175 - £11,175
4. L3 - £11,175 - £11,175
5. L4 - £11,175 - £11,175
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COLLEGES OF FURTHER EDUCATION

KENT COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE OF TECHNOLOGY
Department of Business Studies
Applications are invited for the posts of LECTURER to be responsible for Business Studies courses at the Ashford branch of the College. The LECTURER GRADE I to teach (and coordinate) together with another Business Studies LECTURER GRADE I to teach secretarial subjects and/or business studies subjects to both BTEC General and National courses. The posts are available from 1st September, 1985. Application forms and further details available from: The Principal, South Kent College of Technology, Shoreham Road, Maidstone, Kent ME14 2JN or Tel: 0622 555555. Closing date for applications: Monday, 15th April 1985. (0955)

BALENG LONDON BOROUGH OF

EDUCATION SERVICE

SENIOR LECTURER (PART-TIME POST)
The Education Service is seeking an experienced and enthusiastic person to undertake the role of Senior Lecturer in the field of mathematics, supported through education support grants. The person appointed will work closely with the Authority's Officers and Inspectors and will be expected to prepare reports at regular intervals for the Authority and the 'DES'. Experience in the evaluation of similar projects is desirable. The appointment will be made at the level of Senior Lecturer plus £1,035 London Allowance.
Application forms available from the Chief Education Officer, Education House, 19-21, Upper Street, London, N1 1UP. Closing date: 15th April 1985. (0955)

ilea colleges

INNER LONDON AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Barnham (1985) scale. LECTURER GRADE I (and part-time posts). On an incremental scale within the range of £5,910-£12,099. The posts are graded according to qualifications, training and experience. LECTURER GRADE I: £5,910-£12,099. LECTURER GRADE II: £6,465-£12,099. LECTURER GRADE III: £6,920-£12,099. LECTURER GRADE IV: £7,375-£12,099. LECTURER GRADE V: £7,830-£12,099. LECTURER GRADE VI: £8,285-£12,099. LECTURER GRADE VII: £8,740-£12,099. LECTURER GRADE VIII: £9,195-£12,099. LECTURER GRADE IX: £9,650-£12,099. LECTURER GRADE X: £10,105-£12,099. LECTURER GRADE XI: £10,560-£12,099. LECTURER GRADE XII: £11,015-£12,099. LECTURER GRADE XIII: £11,470-£12,099. LECTURER GRADE XIV: £11,925-£12,099. LECTURER GRADE XV: £12,380-£12,099. LECTURER GRADE XVI: £12,835-£12,099. LECTURER GRADE XVII: £13,290-£12,099. LECTURER GRADE XVIII: £13,745-£12,099. LECTURER GRADE XIX: £14,200-£12,099. LECTURER GRADE XX: £14,655-£12,099. LECTURER GRADE XXI: £15,110-£12,099. LECTURER GRADE XXII: £15,565-£12,099. LECTURER GRADE XXIII: £16,020-£12,099. LECTURER GRADE XXIV: £16,475-£12,099. LECTURER GRADE XXV: £16,930-£12,099. LECTURER GRADE XXVI: £17,385-£12,099. LECTURER GRADE XXVII: £17,840-£12,099. LECTURER GRADE XXVIII: £18,295-£12,099. LECTURER GRADE XXIX: £18,750-£12,099. LECTURER GRADE XXX: £19,205-£12,099. LECTURER GRADE XXXI: £19,660-£12,099. LECTURER GRADE XXXII: £20,115-£12,099. LECTURER GRADE XXXIII: £20,570-£12,099. LECTURER GRADE XXXIV: £21,025-£12,099. LECTURER GRADE XXXV: £21,480-£12,099. LECTURER GRADE XXXVI: £21,935-£12,099. LECTURER GRADE XXXVII: £22,390-£12,099. LECTURER GRADE XXXVIII: £22,845-£12,099. LECTURER GRADE XXXIX: £23,300-£12,099. LECTURER GRADE XL: £23,755-£12,099. LECTURER GRADE XLI: £24,210-£12,099. LECTURER GRADE XLII: £24,665-£12,099. LECTURER GRADE XLIII: £25,120-£12,099. LECTURER GRADE XLIV: £25,575-£12,099. LECTURER GRADE XLV: £26,030-£12,099. LECTURER GRADE XLVI: £26,485-£12,099. LECTURER GRADE XLVII: £26,940-£12,099. LECTURER GRADE XLVIII: £27,395-£12,099. LECTURER GRADE XLIX: £27,850-£12,099. LECTURER GRADE L: £28,305-£12,099. LECTURER GRADE LI: £28,760-£12,099. LECTURER GRADE LII: £29,215-£12,099. LECTURER GRADE LIII: £29,670-£12,099. LECTURER GRADE LIV: £30,125-£12,099. LECTURER GRADE LV: £30,580-£12,099. LECTURER GRADE LVI: £31,035-£12,099. LECTURER GRADE LVII: £31,490-£12,099. LECTURER GRADE LVIII: £31,945-£12,099. LECTURER GRADE LIX: £32,400-£12,099. LECTURER GRADE LX: £32,855-£12,099. LECTURER GRADE LXI: £33,310-£12,099. LECTURER GRADE LXII: £33,765-£12,099. LECTURER GRADE LXIII: £34,220-£12,099. LECTURER GRADE LXIV: £34,675-£12,099. LECTURER GRADE LXV: £35,130-£12,099. LECTURER GRADE LXVI: £35,585-£12,099. LECTURER GRADE LXVII: £36,040-£12,099. LECTURER GRADE LXVIII: £36,495-£12,099. LECTURER GRADE LXIX: £36,950-£12,099. LECTURER GRADE LXX: £37,405-£12,099. LECTURER GRADE LXXI: £37,860-£12,099. LECTURER GRADE LXXII: £38,315-£12,099. LECTURER GRADE LXXIII: £38,770-£12,099. LECTURER GRADE LXXIV: £39,225-£12,099. LECTURER GRADE LXXV: £39,680-£12,099. LECTURER GRADE LXXVI: £40,135-£12,099. LECTURER GRADE LXXVII: £40,590-£12,099. LECTURER GRADE LXXVIII: £41,045-£12,099. LECTURER GRADE LXXIX: £41,500-£12,099. LECTURER GRADE LXXX: £41,955-£12,099. LECTURER GRADE LXXXI: £42,410-£12,099. LECTURER GRADE LXXXII: £42,865-£12,099. LECTURER GRADE LXXXIII: £43,320-£12,099. LECTURER GRADE LXXXIV: £43,775-£12,099. LECTURER GRADE LXXXV: £44,230-£12,099. LECTURER GRADE LXXXVI: £44,685-£12,099. LECTURER GRADE LXXXVII: £45,140-£12,099. LECTURER GRADE LXXXVIII: £45,595-£12,099. LECTURER GRADE LXXXIX: £46,050-£12,099. LECTURER GRADE LXXXX: £46,505-£12,099. LECTURER GRADE LXXXXI: £46,960-£12,099. LECTURER GRADE LXXXXII: £47,415-£12,099. LECTURER GRADE LXXXXIII: £47,870-£12,099. LECTURER GRADE LXXXXIV: £48,325-£12,099. LECTURER GRADE LXXXXV: £48,780-£12,099. LECTURER GRADE LXXXXVI: £49,235-£12,099. LECTURER GRADE LXXXXVII: £49,690-£12,099. LECTURER GRADE LXXXXVIII: £50,145-£12,099. LECTURER GRADE LXXXXIX: £50,600-£12,099. LECTURER GRADE LXXXXX: £51,055-£12,099. LECTURER GRADE LXXXXXI: £51,510-£12,099. LECTURER GRADE LXXXXXII: £51,965-£12,099. LECTURER GRADE LXXXXXIII: £52,420-£12,099. LECTURER GRADE LXXXXXIV: £52,875-£12,099. LECTURER GRADE LXXXXXV: £53,330-£12,099. LECTURER GRADE LXXXXXVI: £53,785-£12,099. LECTURER GRADE LXXXXXVII: £54,240-£12,099. LECTURER GRADE LXXXXXVIII: £54,695-£12,099. LECTURER GRADE LXXXXXIX: £55,150-£12,099. LECTURER GRADE LXXXXXX: £55,605-£12,099. LECTURER GRADE LXXXXXXI: £56,060-£12,099. LECTURER GRADE LXXXXXXII: £56,515-£12,099. LECTURER GRADE LXXXXXXIII: £56,970-£12,099. LECTURER GRADE LXXXXXXIV: £57,425-£12,099. LECTURER GRADE LXXXXXXV: £57,880-£12,099. LECTURER GRADE LXXXXXXVI: £58,335-£12,099. LECTURER GRADE LXXXXXXVII: £58,790-£12,099. LECTURER GRADE LXXXXXXVIII: £59,245-£12,099. LECTURER GRADE LXXXXXXIX: £59,700-£12,099. 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Invites applications from appropriately qualified and experienced teachers for the position of

SENIOR MASTER

The Senior Master is responsible directly to the Headmaster for the day-to-day running of the School and deputises for the Headmaster when appropriate.

The successful applicant will be a practising Christian, have a sympathetic appreciation of the needs of a school affiliated with the Queensland Great Public Schools' Association, and must be able to take up duties from 1 January, 1986.

Information concerning the position and the School is available from The Headmaster, The Southport School, Winchester Street, Southport, Gold Coast, Queensland 4215, Australia. Applications will close on 17 May, 1985.

OVERSEAS POSTS continued

BARCELONA
OAK HOUSE SCHOOL. Bilingual, co-educational, 20 pupils, ages 3-17 years. Invites applications for the following posts for September 1985. Candidates should be fully qualified teachers with at least two years experience: 1. Infant teacher. 2. Junior teacher. 3. Drama teacher. 4. E.S.L. teacher with experience of working with children. 5. Physical Education teacher. Due to postal strike in Barcelona, letter of application, c.v. and names and addresses of referees to Sarah Morrison, c/o 14 Cranbrook Road, London W4 3JH. Interviews to be held in London April/May. 460000 (31458)

FINLAND
Finland-British Society. Invites applications for the following posts for September 1985. Candidates should be fully qualified teachers with at least two years experience: 1. Infant teacher. 2. Junior teacher. 3. Drama teacher. 4. E.S.L. teacher with experience of working with children. 5. Physical Education teacher. Due to postal strike in Barcelona, letter of application, c.v. and names and addresses of referees to Sarah Morrison, c/o 14 Cranbrook Road, London W4 3JH. Interviews to be held in London April/May. 460000 (31458)

CANARY ISLANDS
THE BRITISH SCHOOL, Las Palmas (All ages: 260 on Roll)
Required for September 1985: 1. Infant teacher (Nursery school). 2. Junior teacher (Primary school). 3. Drama teacher. 4. E.S.L. teacher with experience of working with children. 5. Physical Education teacher. Due to postal strike in Barcelona, letter of application, c.v. and names and addresses of referees to Sarah Morrison, c/o 14 Cranbrook Road, London W4 3JH. Interviews to be held in London April/May. 460000 (31458)

THE GOVERNMENT OF SAUDI ARABIA MINISTRY OF EDUCATION

To advance the educational standards of pupils in the age range 3-18 years throughout the Kingdom of Saudi Arabia, Specialists in the following areas are invited to apply for long-term interesting appointments.

I. PSYCHOMETRIC METHODS & EDUCATIONAL STANDARDS
Responsibilities include the advancement of methods and standards developing and supervising tests, devising tests and examination methods, supervising and training of staff.

II. PSYCHOMETRIC METHODS: Responsibilities include the development of tests and material, to assess intelligence, aptitude, personality and psychological qualities, carrying out tests and analysis.

III. EDUCATIONAL STANDARDS: Responsibilities include analysis of content of curricula and syllabi, preparing and developing school tests, analysis of results, proposing and implementing changes deemed necessary.

IV. STATISTICS AND ASSESSMENT: Responsibilities include the development of: statistical studies, methods to gather and categorise data, supervision and training of staff.

V. STATISTICS RESEARCH: Responsibilities include gathering and categorising data, development of studies and research, analysis of data.

VI. ASSESSMENT RESEARCH: Responsibilities include designing and executing assessment studies, developing methods and materials, definition of curricula aims, participation in assessment of curricula and syllabi and report preparation.

Qualification sought: I-PhD; II-MSc; III-MSc; IV-PhD; V-MSc; VI-MSc in a relevant discipline. Experience: At least two years, presently or in recent years in a relevant or a related field.

Language: II, III & VI: Knowledge of Arabic written and spoken is required. Excellent (Tax free) Salaries commensurate with qualifications and experience and benefits which include married accompanied status accommodation or an additional allowance, local travel allowance, generous leave schedule, air tickets and free medical care.

C.V.s please to (Ref 07) Saudi Arabian Government Personnel Office, Suite 1, 4th floor, 1 Great Cumberland Place, London W1H 7AL.

VIENNA INTERNATIONAL SCHOOL

seeks a new

DIRECTOR

VIS is a co-educational school enrolling 1100+ students ages 3-18. The school is supported by the Austrian government and the city of Vienna, and in organization and aims linked to the United Nations. The curriculum is international and eclectic, culminating in the International Baccalaureate programme. The Director is the chief executive officer responsible for all aspects of the conduct of the School, reporting to the Board of Governors.

Qualifications: required include minimum 5 years experience in school administration and extensive experience in international education. Fluency in German, English, French, Italian and/or Spanish. Excellent communication skills and names of minimum 3 professional referees.

European Council of International Schools
18 Levens Street, Bedfordshire
Hemel Hempstead AL2 8BW, England
Telex 888883 FLETEL B (prefix message EUROCIS)

Deadline for receipt of applications: 1 April. Start of appointment: 1 August 1985. (10970)



UNITED WORLD COLLEGE OF SOUTH EAST ASIA SINGAPORE

The United World College of South East Asia offers a secondary education to boys and girls of all nationalities, boarding and day students, in the age range 11-18. There are 100 teaching staff and 1350 students in the College. Academic courses lead to G.C.E. 'O' Level (U.K.) and the International Baccalaureate. The College is committed to the ideals of the UWC movement, promoting a broad curriculum, involving service to the community and an adventurous range of extra-mural activities, including the use of a large study centre in Johor, Malaysia. Good facilities and well motivated students provide an excellent working environment while Singapore offers modern living conditions for staff and families. Initial contracts are for 3 years but many staff are invited to extend their contracts.

Applications are invited from experienced and qualified teachers of all nationalities for the following posts which will fall vacant from September 1985:

1. Teacher of Business Studies to take charge of International Baccalaureate Higher and G.C.E. 'O' level courses in the subject. The Higher course is similar to that of the Cambridge 'A' level.
2. Teacher of English as a Second Language to students throughout the College. Applicants should have T.E.S.L. and secondary teaching qualifications. Experience of mainstream English teaching in a multicultural environment desirable.
3. Teacher of Chemistry to 'O' level. Some pre-university teaching and able to a suitably experienced candidate.

Notes: (a) Responsibility Allowances are available in most of these posts for suitably experienced candidates.

(b) The College is interested in teachers who, in addition to their role in teaching discipline, can offer experience in outdoor pursuits or artistic endeavours and a commitment to some form of social service.

Letters of application, with a detailed curriculum vitae and names of two referees should be sent to: The Headmaster, United World College of South East Asia, Pasir Panjang P.O. Box 18, SINGAPORE 9111

to arrive not later than 8th April 1985. Information about the College, its posts themselves and the conditions of service will be sent to candidates selected for interview. Interviews will be held in London and elsewhere in late April.

RECEPTION CLASS TEACHER

The English School, Fahnestock, Kuwait
An experienced UK Reception Class Teacher is required for September 1985, at the above named school, to teach a class of approximately 20 children aged 3-4 years of age. This primary school caters for 300 children of whom eighty five per cent are British, and the school has an excellent reputation in Kuwait and the International Baccalaureate. The school offers an excellent salary, accommodation, utilities, schooling allowance, air fares, medical insurance etc.
For further details and an application form write to CCL Education Consultants, Dept. RCT, at the address below. Please enclose a large, self-addressed and stamped envelope.

Interviews in Birmingham on Monday 16 April 1985. (1098)

CCL Education Consultants

3 Temple Row West, Birmingham B2 5NY, England, U.K.
Tel 021-233 3233 Telex: 334264

INTERNATIONAL BACCALAUREATE SCHOOL

Amman, Jordan.
مدرسة البكالوريا الدولية

The IBS invites applications for the post of Head of School. The School, a new post responsible directly to the principal for the Academic Direction and Administration of the Senior School (ages 13-18). The Academic Programme is comprehensive, leading to the International Baccalaureate Certificate, GCE 'O' and 'A' Levels, or the International Baccalaureate.

Specific tasks will include the Development and Rationalization of the Senior School Syllabus, the Development of a Career Guidance and the Development of a Well-Planned Teacher Training Programme.

Applicants should have held a position of responsibility and authority in a school and be able to show evidence of administrative competence in administration and personnel management. Overseas experience, especially in the Middle East, and a commitment to the International Baccalaureate will both be considered advantages.

Applications to: Caroline Tarrant, The International Baccalaureate School, Jordan, UK Office, 4 Montague Road, Richmond, Surrey, TW10 6QU. (10985)

OVERSEAS POSTS continued

INTERNATIONAL HOUSE
Applications are invited for 2 posts in our school in London. We are looking for: 1. C.E. English Language and Literature teacher. 2. English Language and Literature teacher. 3. English Language and Literature teacher. 4. English Language and Literature teacher. 5. English Language and Literature teacher. 6. English Language and Literature teacher. 7. English Language and Literature teacher. 8. English Language and Literature teacher. 9. English Language and Literature teacher. 10. English Language and Literature teacher. 11. English Language and Literature teacher. 12. English Language and Literature teacher. 13. English Language and Literature teacher. 14. English Language and Literature teacher. 15. English Language and Literature teacher. 16. English Language and Literature teacher. 17. English Language and Literature teacher. 18. English Language and Literature teacher. 19. English Language and Literature teacher. 20. English Language and Literature teacher. 21. 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ASSISTANT SCHOOL MEALS ORGANISER

Salary: £9,477 - £10,716 (Soulbury Senior Range Points 12 - 18)

Applications are invited from persons who have wide experience in large scale catering (preferably including the School Meals Service) and who are suitably qualified (Degrees, Diploma in appropriate discipline, I.M.A., H.C.I.M.A. by examination, H.N.D. etc).

Application forms and further particulars are available from the Chief Executive Officer, Personnel Section, County Hall, Gwent, NP44 2XH. Closing date: 4th April, 1985. (10872)

County Inspector of Primary Schools (HT Group 10)

£16,824 - £18,141 p.a.

Applications are invited for this newly-created post, which will raise to three the number of County Inspectors working principally with primary schools. The post is available from September 1985. The new Inspector will be based in the east of the County with a particular responsibility for primary schools in the North Cornwall and Cordon districts. There will also be the opportunity to exercise a county-wide specialism in particular aspects of primary education in accordance with interests and experience.

Candidates are sought who can offer a well informed vision of primary education based upon practical experience and who are able to work effectively with schools and as a member of the County Advisory Team within the Education Department.

Further particulars can be obtained from the Secretary for Education, Room 207, Education Department, County Hall, Truro. The closing date for applications is Friday, 12th April 1985. (10894)



City of WAKEFIELD METROPOLITAN DISTRICT COUNCIL

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER (SCHOOLS)

POF £14,682-£15,726

Ideally, applicants should have experience in an Education Department and be Honours graduates with teaching experience, for this key fourth tier post. Further details available.

Requests for application forms (accompanied by a s.e.e.) should be addressed to The Chief Executive, (Personnel Section), Town Hall, Wakefield, to be returned by 5th April 1985. (10822)

ADMINISTRATION - LEA

CHESHIRE

EDUCATION COMMITTEE

(in association with the prior Department of the Home Office)

EDUCATION COMMITTEE

Applications are invited for the post of:

OFFICER (LECTURER 11/7)

Applicants should be qualified and experienced teachers, preferably with some knowledge of administration and of educational policy.

Further particulars and application forms are available from the Chief Executive Officer, Personnel Section, County Hall, Gwent, NP44 2XH. Closing date: 4th April, 1985. (10872)

Education Inspector

(MATHEMATICS) BHTG £ 14,664-£15,983 Post No: ED555

Applications are invited from well qualified and experienced teachers/lecturers for this new appointment which will commence on 1st September 1985. The person appointed will be based at County Headquarters, Lincoln.

Initially, the successful applicants' main responsibilities will be in connection with the 3 year county project (which has been accepted by the DES under The Education Support Grant Scheme) on the teaching of mathematics covering the 5-16 age range.

Application forms and further details are available from County Personnel Officer, County Offices, Lincoln LN1 1YL (Telephone Lincoln (0522) 24482. Please quote post number).

CLOSING DATE: 12th April 1985.

Lincolnshire County Council

Applications are invited for this post from persons with broad and varied experience and teaching, management at a senior level in schools and/or colleges and preferably advisory work. The Chief Adviser leads the County's team of education advisers and is a member of the Senior Management Team of the Department.

The post is based at County Hall in Hertford and the successful applicant will be expected to take up the appointment on 1st September 1985.

Application forms and further particulars for the above posts are available from the County Education Officer, County Hall, Hertford, SG13 8DF, quoting the appropriate reference. Closing date: 15th April 1985.

Hampshire Education Authority

Assistant County Education Officer

(Primary and Special Education) Grade PO A £16,128 to £17,334

This post, one of two providing professional support to the Senior Assistant Education Officer (Schools) will have a distinct role to play in the management and development of 600 primary and 50 special schools.

Applicants should hold a degree, have a teaching background and have successful experience of local education authority administration.

Application forms and further details may be obtained from Education Personnel Unit, The Castle, Winchester SO23 8UG, enclosing S.A.E. or telephone Winchester 64411, Ext: 495, quoting Post No. CE/01/101, returnable by 12th April 1985. (10822)

Devon County Council

Careers Officer (Employment)

£7524 - £9114

This post funded by the Department of Employment is based at the Careers Centre, Anglia House, Plymouth.

We are looking for a person to work as a member of a team responsible for the full range of duties normally undertaken by a Careers Officer (Employment). You will need to hold the Diploma in Careers Guidance and be in possession of a current driving licence.

Application form and further details (see please) from Chief Education Officer, County Hall, Tordunham Road, Exeter EX2 4AG, returnable by 10 April 1985.

Doncaster Metropolitan Borough Council

EDUCATION DEPARTMENT

Principal Assistant Education Officer (further and higher education): Ref DMS/8

Salary: £19,068-£20,307 + £192 fringe area allowance.

Applications are invited for this third tier post, the holder of which will have responsibility for developing policy in respect of all aspects of further and higher education, including the Careers Service, adult education, the Youth and Community Service, and awards to students.

Applicants should be graduates with teaching experience and experience in educational administration. The successful applicant will be expected to take up the appointment on 4th September 1985.

Chief Adviser (Soulbury Head Teacher Group 12) Ref: DMS/9

Applications are invited for this post from persons with broad and varied experience and teaching, management at a senior level in schools and/or colleges and preferably advisory work. The Chief Adviser leads the County's team of education advisers and is a member of the Senior Management Team of the Department.

The post is based at County Hall in Hertford and the successful applicant will be expected to take up the appointment on 1st September 1985.

Application forms and further particulars for the above posts are available from the County Education Officer, County Hall, Hertford, SG13 8DF, quoting the appropriate reference. Closing date: 15th April 1985.

Hertfordshire County Council

An Equal Opportunity Employer

ADMINISTRATION - LEA

AVON COUNTY

CHIEF ADMINISTRATIVE OFFICER

Salary: £28,532 - £30,532

EDUCATION DEPARTMENT

Principal Assistant Education Officer (further and higher education): Ref DMS/8

Salary: £19,068-£20,307 + £192 fringe area allowance.

Applications are invited for this third tier post, the holder of which will have responsibility for developing policy in respect of all aspects of further and higher education, including the Careers Service, adult education, the Youth and Community Service, and awards to students.

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Application forms and further particulars for the above posts are available from the County Education Officer, County Hall, Hertford, SG13 8DF, quoting the appropriate reference. Closing date: 15th April 1985.

Buckinghamshire County Council

An Equal Opportunity Employer

EDUCATION DEPARTMENT

SENIOR ADVISER

Soulbury HT Group 11 (£18159 - £19509)

The main responsibility of this key post, which arises through promotion, is to co-ordinate advisory work and stimulate educational development in an area of the County, initially the Aylesbury Vale Area. As one of four Area Senior Advisers, the successful candidate will also carry a county-wide specialist responsibility which will depend upon their particular qualifications and experience. Applicants should have advisory experience and/or management experience in secondary schools at a very senior level.

Further details and application forms from Chief Education Officer, County Hall, Aylesbury, HP20 1UZ on receipt of S.A.E.

Closing date for applications: 9 April 1985. (10846)

Hertfordshire County Council

An Equal Opportunity Employer

Inner London Education Authority

Warden - Music Centre

Required from Autumn 1985 or as soon as possible, a full time permanent Warden for the Authority's Music Centre. The person appointed to this exciting and challenging post will be responsible for in-service programmes at the Music Centre which is situated in the Ebury complex. The centre provides a comprehensive service.

The Warden will co-ordinate and budget for all INSET activities of the large Inspectorate/Advisory Team, and have responsibility for the day to day running of the centre and maintaining effective communication with schools and other in-service agencies. Applicants should have varied teacher experience and should be aware of current developments in Music education. The salary will be equivalent to Burnham Head Teacher Group 7.

Further details and application forms are available from Education Personnel Unit, The Castle, Winchester SO23 8UG, enclosing S.A.E. or telephone Winchester 64411, Ext: 495, quoting Post No. CE/01/101, returnable by 12th April 1985. (10822)

North Ireland Western Education and Library Board

N/13: ADVISER FOR PRE-VOCATIONAL EDUCATION

Salary Scale: £15,792 - £17,112 per annum

Applications are invited for the above post in the Board's Advisory Service. Reporting to the Senior Education Officer - Further Education - the Adviser will provide the Board with advice on the development of pre-vocational education initiatives including the Youth Training Programme and the Certificate of Pre-Vocational Education and will have direct responsibility for appropriate aspects of in-service training and curriculum development.

Applicants must have a minimum of 8 years' appropriate teaching experience and have had substantial experience in working with young people in the 18-19 year age group, and possess a full clean driving licence and have the use of a vehicle for travel.

Application forms from the Personnel Officer, Headquarters Office, 1 Hospital Road, Omagh, Co Tyrone returnable by NOON 22 April 1985.

Please quote the reference number in any correspondence relating to this post.

Professional Assistant

£12,546-£13,838 p.a. incl. with possible progression after one year to a scale with a maximum of £14,670 incl.)

Applicants are sought from energetic and well organised graduates with at least two years' experience in a professional role in an educational institution.

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ADMINISTRATION - LEA

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Buckinghamshire County Council

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EDUCATION DEPARTMENT

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Hertfordshire County Council

An Equal Opportunity Employer

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The Warden will co-ordinate and budget for all INSET activities of the large Inspectorate/Advisory Team, and have responsibility for the day to day running of the centre and maintaining effective communication with schools and other in-service agencies. Applicants should have varied teacher experience and should be aware of current developments in Music education. The salary will be equivalent to Burnham Head Teacher Group 7.

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Applicants

ADMINISTRATION - GENERAL

WORCESTERSHIRE
The Diocese of Worcester seeks to appoint a Director of Education to be responsible for Schools policy and administration and to lead the team in the Youth Children's and Administrative areas.
The salary will be based on clearly defined and commensurate with experience and responsibility.
Applications are invited from suitably qualified persons who may be ordained or lay, male or female. Further details may be obtained from the Bishop of Worcester, Bishop's House, Hartbury, Worcester, CV4 7JL. Tel: 0939 851557. 680000

FORTH VALLEY HEALTH BOARD PATIENT EDUCATION VIDEO PROGRAMMES A 5 YEAR PROJECT PRODUCTION/RESEARCH OFFICER Salary Range £8,744-£10,739 (Full Time Post)

A Production/Research Officer is required for exciting new developments in patient education, including inter-active video. We seek an individual with experience applicable to health education who should also have an interest in the application of education and information technology.

The post, which is being funded by the Scottish Health Education Group, will be based at the Forth Valley Health Board's area office, 33 Spittal Street, Stirling. The project is expected to conclude by 31 March 1990.

The successful applicant will be involved with the development, production, distribution and wider use of video, computer and interactive video programmes. Considerable travel to other Health Board areas, within Scotland, will be required. The statistical evaluation of materials has also to be undertaken.

Enquiries can be made to Ms K J Fraser or Dr C McEwan, Community Medicine Service, Forth Valley Health Board, 33 Spittal Street, Stirling (Telephone Stirling 63031). An application form and job description can be obtained from the Personnel Department at the above address.

Closing date for completed applications is Friday 19 April 1985.

Educational Psychologists

STOCKPORT EDUCATIONAL PSYCHOLOGIST (Temporary)
30th April 1985.
During the absence of a Psychologist on Maternity Leave.
(Approx. 40 weeks).
Salary Scale £8,886 - £14,579.
(Starting salary will be determined by age and experience).
To join a team of 6 Psychologists under the auspices of the Chief Educational Psychologist.
Further information and application forms may be obtained from the Secretary, South Western Examinations Board, 25-29 March Street, Bristol BS1 4BP, by sending a stamped self-addressed envelope, marked with the post applied for, (no letter necessary). (30010) 600000

Examiners

SOUTH WESTERN EXAMINATIONS BOARD

For the Certificate of Secondary Education.
Applications are invited from teachers to serve as Assistant Examiners in the examinations in 1985. They will be responsible for marking an allocation of scripts.

Further information and application forms may be obtained from the Secretary, South Western Examinations Board, 25-29 March Street, Bristol BS1 4BP, by sending a stamped self-addressed envelope, marked with the post applied for, (no letter necessary). (30010) 600000

YORKSHIRE AND HUMBERSIDE REGIONAL EXAMINATIONS BOARD

Applications are invited from teachers serving in schools and colleges in the Board's region for the following post:

Chief Examiner in Arithmetic.

Assistant Chief Moderators in Motor Vehicle Studies.

This post relates to the 1985 CSE examinations which will be the first to be conducted under this new Board's own regulations and procedures. The successful applicant will commence immediately after appointment. The advertisement and previous applicants need not apply.

Further particulars and application forms which must be returned by Friday, 19th April, 1985, may be obtained from the Secretary (D.W.), Yorkshire and Humberside Regional Examinations Board, Scarcliffe House, 134 Derbyshire Lane, Sheffield S5 7AB. Tel: 0114 2574358. (31634) 600000

Librarians

SURREY
Librarian needed mid-April for American High School in Surrey. Residence in Surrey. Salary £15,000 per annum. 15-18 years experience. Post may be available for subsequent school year. Please apply to: Mrs. C. J. Evans on Chertsey Road, Chertsey (TW20 3JL). (30003) 620000

Peripatetic Posts

DONCASTER PERIPATETIC MUSIC SERVICE
Peripatetic Teacher of Brass Scale 1 or 2. Trumpet player preferred. To teach general music in the Thorne Area. Scale 1 or 2, according to qualifications and experience. Instructions may apply, although preference will be given to qualified teachers. A car mileage allowance is payable. Application forms are available from the Director of Education, Doncaster DNI 4BP, to whom completed forms should be returned as soon as possible. (31570) 670000

KIRKLEES METROPOLITAN COUNCIL DIRECTORATE OF EDUCATIONAL SERVICES
Ref: 85/100
Required for Easter 1985 or as soon as possible thereafter for a peripatetic woodwind teacher. The successful applicant will be expected to teach predominantly in future and present woodwind families in the woodwind family forms and further details (e.g. f.e. please) available from the Director of Educational Services (Ref: 85/100) at the above address. The successful applicant should be returned within 14 days of the appearance of this advertisement. An equal opportunity 0000 player. (30351) 600000

EDUCATION PSYCHOLOGIST

Salary scale: QT 4 pt 8 to HT Group 7 - £12,383-£14,979

We require a fully qualified educational psychologist to join a District team in a large multi-disciplinary, wide-ranging and developing service. Applications are welcome from students who expect to complete their post-graduate training this year.

Application forms and further particulars are available from the Chief Education Officer, Education Offices, Crown Square, Manchester M60 3BB. Quote Reference no. E92. Closing date 5th April, 1985.

Telephone no. 061 234 7033 or 7035.
Informal enquiries to Mr A. J. M. Morison, Principal Educational Psychologist. Telephone no. 061 228 5405.

MANCHESTER City Council

Manchester City Council is an Equal Opportunity Employer, and we positively welcome applications from women and men, regardless of their racial, ethnic or national origin, disability, age, sexuality or responsibilities for dependents.

DEPARTMENT OF EDUCATION FOR NORTHERN IRELAND

Centre for Education Management

DIRECTOR

The Centre for Education Management opened on 1 September 1984 and has responsibility for providing education management training for senior staff in all grant-aided schools in Northern Ireland. The Centre is at present situated at the University Ulster, Magee College, Londonderry. It is funded by the Department of Education and managed by an Independent Management Committee representative of the Province's major educational institutions and industry. The Executive Team will be composed of a Director and 2 Deputy Directors (Primary and Secondary). The Management Committee now invite applications for the post of Director.

The successful applicant will be expected to be in residence at residential conferences arranged by the Centre and full board residence will be provided during these periods. Since the Director's remit extends to all grant-aided schools, he/she must therefore be prepared to travel widely in the Province to organise, promote and develop follow-up courses.

In addition to appropriate teaching/lecturing experience applicants will be expected to demonstrate a wide knowledge of the curriculum and current educational trends.

The post will be filled either on a permanent basis or by secondment for a fixed term. The salary for a permanent appointment will be related to the Senior Lecturer/Reader scale for Universities and Colleges, currently set at £14,192-£17,720. The post will be filled by a person with responsibility for the Centre's operations and management. In the event of secondment account will be taken of the applicant's existing salary. Application forms and further particulars are available from the Director of Education, Regional House, Belfast Road, Belfast, Co. Down BT1 9ZF, Northern Ireland (Telephone: 0931 1 1111, Ext. 238) and should be returned to arrive not later than the last post on Friday 12 April 1985.

The Management Committee may decide to interview only those candidates who appear to them from the information available to be best qualified.

Northern Examining Association Joint GCE O-level and CSE Examinations

The NEA is one of four GCSE Examining Groups in England; it comprises the Joint Matriculation Board and four CSE boards: Associated Lancashire Schools Examining Board, North Regional Examinations Board, North West Regional Examinations Board and Yorkshire and Humberside Regional Examinations Board.

The NEA invites applications for senior examiner appointments for 1986 (or 1987) in the Joint examinations listed below. These Joint examinations will be offered in 1986 and/or 1987 and developed into GCSE examinations for 1988.

Chief Examiners
Business Studies
CDT: Design and Communication
CDT: Design and Realisation
CDT: Technology
English Literature (two posts)
French (four posts) (1987)
German (four posts)
Greek (1987)
History (Modern World) (two posts)
Music
Religious Studies (four posts)
Spanish (four posts)

Chairman of Item Writers (objective tests)
Business Studies

Chief Moderators
CDT: Design and Communication
CDT: Design and Realisation
CDT: Technology
English Literature (1987)
Music
Religious Studies

Revisers
Business Studies
CDT: Design and Communication
CDT: Design and Realisation
CDT: Technology
English Literature
French (1987)
Geography (current Joint syllabus)
German
Music
Religious Studies (two posts)
Spanish

Applicants should be under 60, with five years' teaching experience. At least three years' experience as examiner or moderator is essential for the Chief Examiner. The Chairman of Item Writers and Chief Moderator posts. The Reviser posts involve detailed scrutiny of candidate papers and appropriate experience is required.

Application forms and further details (please specify post) are available from

NEA Examiner Appointments
Joint Matriculation Board
Manchester M15 6EU

Applications should be returned by 19 April 1985.

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD

for the Certificate of Secondary Education
(A Company Limited by Guarantee)

Assistant Examinations Officer

(Records of Achievement)
Salary: N.J.C. Principal Officer Range, Points 38-40
£11,025 - £13,328 per annum

(N.J.C. salaries are normally revised annually with effect from 1st July).

The person appointed will form part of a team, each member of which will take responsibility both for a group of schools, assessing the subject panels and overseeing the examination and marking of the subject concerned, under Modes 1, 2 and 3 and also for the more developmental activities in association with the examination. The particular development task associated with this position is in the provision of support for an In-service Training Scheme. The person appointed will be responsible for the implementation of Records of Achievement processes in the Board is associated. Applicants should possess administrative and preferably, teaching experience. Experience in the implementation of Records of Achievement processes in other Secondary or Tertiary Education would be an advantage.

Application forms and further particulars from: The Secretary, The South-East Regional Examinations Board, 10, Mount Ephraim Road, TUNBRIDGE WELLS, Kent, TN11 1JL. (Telephone number: Tunbridge Wells 0882 36311). Completed applications should be returned by 12th April 1985.

WEST GLAMORGAN County Council

SOCIAL SERVICES DEPARTMENT MENTAL HANDICAP STRATEGY

West Glamorgan has recently received approval and financial support from the Welsh Office to proceed with a long term strategy designed to make significant improvements over a number of years to the level of community-based provision for mentally handicapped people within the County. Responsibility for planning and implementation of the strategy locally is vested in a Joint Policy Working Group with the full involvement of both the Statutory Services and the Voluntary Sector within the County.

The early stages of the strategy are currently being implemented and applications are invited for the following post from suitably qualified and experienced persons interested in participating in a range of exciting new developments.

SENIOR DEVELOPMENT OFFICER

Eagle Street, Port Talbot
(Ref: 85/104/077/R)
An additional Senior Development Officer is to be appointed to join a County team of four who will be taking forward the strategy at all levels. The person appointed will require solid, imaginative and experience to promote a variety of new initiatives including practical services, staff development, voluntary initiatives and new patterns of working. Applications are invited from suitably qualified persons with substantial relevant experience as well as commitment. (A Casual Car User Allowance will be paid). Informal enquiries to Mr H. Gander, telephone 0546 471484 or Mr M. O'Leary telephone 0546 471485.

Salary: £10,400-£11,000 per annum.
For application forms write to: The County Clerk, General Personnel Unit, County Hall, Swansea SA1 3SH, enclosing a large stamped self-addressed envelope (Post Office). Closing date for the receipt of completed applications is Friday 19 April 1985. PLEASE QUOTE APPROPRIATE REFERENCE NUMBER. ANY FORM OF DISCRIMINATION WILL BE PROSECUTED. (10502)

Metropolitan Borough of Rochdale Education Department

Applications are invited from those with the necessary attributes regardless of race, creed, nationality, disability, age or sex.

EDUCATION WELFARE OFFICER

SW12 £8,555 - £7,328 progression to SW2 £8,004 - £6,820 for persons possessing a recognised qualification.

Applications are invited from suitably qualified (ie COSW) or experienced persons for the above post which is vacant due to the retirement of the previous postholder. Initially, the post will be based in Sutherland High School, Heywood although the appointee must be prepared to move to other locations in the Borough in the interests of the efficiency of the service. Duties include visiting schools and homes in relation to school attendance and associated problems. The appointee will occasionally be required to work in the evenings and early mornings.

Essential user car allowance is payable, therefore applicants must possess a full current driving licence. Assistance with removal expenses, etc and housing accommodation may be available.

Application forms available (Quote H688) from the Chief Personnel Officer, PO Box 89, Municipal Offices, 8 Smith Street, Rochdale OL16 1XG (Tel: 47474 Ext 682) to be received not later than 10 April 1985. (10978)

SOCIAL SERVICES DEPARTMENT

DAY CARE OFFICERS

£7,803-£9,510 p.a. (incl.)

Two full-time (Ref No 10/188TES) and one temporary for 18 months (Ref No 10/188TES) at our Special Needs Unit for multiply handicapped people in Camden Town. Our aim is essentially to provide a caring environment to enable clients to maximise their potential in ways which are accepted as normal and valued.

You will act as keyworker for two or three clients, contribute to the programme - an interest in the further education content of the programme will be particularly welcome for one post - and work with parents and other professionals.

Experience of this type of work essential and a relevant professional qualification is preferred (particularly in Special Education for one post).

Camden is totally committed to its Equal Opportunities policies and service provision and employment. Members of ethnic minorities are under-represented in this work area in relation to Camden's population profile and application from members of these groups will be particularly welcome to redress this imbalance.

Informal enquiries to Richard Marler, Centre Organiser, on 01-387 4444.

Application form from and to be returned to: Director of Social Services, Welling House, 355/364 Gray's Inn Road, WC1X 8BH. Telephone: 01-387 5621 (Ansafone) quoting ref no. Closing date: 1st April 1985. (10508)

Camden Services
An Equal Opportunity Employer
We are committed to the needs of all our staff, with particular regard to women, black/ethnic minorities, lesbians and gay people with disabilities, and regardless of marital status, age, creed or religious/ethnic/sexual orientation. All posts are open for job sharing.

Outdoor Education

ASSISTANT REQUIRED at Outdoor Centre from May to July. Qualified teacher or experienced outdoor leader preferred. Details from: The Staffing Shropshire OEC, 159, 851557. 052, or Tel: 0594 101 680000

FREELANCE OUTDOOR Pursuits instructors wanted for 1985. Details from: C.V. to G.P.L. Ribblesdale, 25, 0524 585. (30984) 680000

MANAGERS

SUMMER SCHOOLS

FOUR leaders in Adventure Pursuits from July 16 to August 24 for centres throughout the U.K. Salary scale from £60 to 500 guineas.

The jobs involve man-management of from 20 to 40 pupils, known as 'campers', and administration of all aspects of the centre including catering, accommodation, activity programme and off-site facilities.

Useful experience would include working with youngsters, knowledge of sporting activities and man-management. Ideal age 25 to 35.

Full board and accommodation. Salary dependent on experience.

Application form from G.H. Rixon, P.O. Box 100, St. John's Road, 808 Station Street, Rochdale, Lancs. Tel: (0982) 64411. (40978) 680000

OUTDOOR PURSUITS AND OUTDOOR EDUCATION

OFF required at our Outdoor Pursuits Centre in Lancashire. Please apply to Mountain Ventures, Brecon, Powys, Wales. Tel: 0851 718 118. (40978) 680000

SOUTH WALES

EXPERIENCED OUTDOOR PURSUITS INSTRUCTOR wanted for 1-3 year contracts. Duties include: 1. Planning, writing and delivering courses. 2. Minerva Outdoor Ventures, Brecon, Powys, Wales. Tel: 0851 718 118. (40978) 680000

SOUTH TYNIDALE

METROPOLITAN BOROUGH OF SOUTH TYNIDALE WATER INSTRUCTOR (Burnham Scale 1). An experienced full-time instructor is required to commence Summer Term 1985.

Applicants should hold national qualifications in Sea Canoeing and sailing, an ability to teach wind surfing would be an advantage. Duties will include working in the evenings and at weekends.

Applicants of application together with a full Curriculum Vitae should be addressed to the Director of Education, Town Hall, Tynedale, North Wales. Tel: 0546 471485. Closing date: 1st April 1985.

Metropolitan Borough of South Tynedale is an Equal Opportunity Employer. (31476) 680000

Executive Officers

Sports Development Unit

Two vacancies have arisen for Executive Officers in the Sports Development Unit, based at the Sports Council Headquarters in Central London. Responsibilities for the two posts centre on the development of participation in sport and the provision and management of sports facilities. This will involve working with governing bodies of sports and other national bodies. The officers will also be responsible for the development of sports advisory groups. Some evening and weekend work involving travel is required.

The successful candidates will have previous relevant experience and professional qualifications relating to the development of sport such as recreation management, physical education or sports administration. One post requires knowledge of, and interest in, management and dance, and the other requires knowledge of recreation management.

Salary is on a scale ranging from £7,800 to £10,184 per annum including a car allowance and compensatory pension allowance.

Further information and application form (quoting ref: 1088/SDU) available from Paul Surpin, Personnel Unit, The Sports Council, 10, Mount Ephraim Road, Tunbridge Wells, Kent, TN11 1JL. Closing date 5th April 1985.

AN EQUAL OPPORTUNITIES EMPLOYER

SPORTS COUNCIL

CARE - one four letter word our boys aren't familiar with

PHILANTHROPIC COMMUNITY - REDHILL

This new Regional Resource Centre for adolescent boys receives and cares for some of those who are considered the most delinquent, and said to be most disturbed from the London region. In very many cases they will have suffered repeated rejections.

The Community Staff attempts to listen to their cries for help, uncover their deep feelings of

RESIDENTIAL SOCIAL WORKERS

Grades 2, 3, 4 and 6
(Initial appointment according to previous experience and qualifications.)
Salary from £5,922 to £10,107

By local agreement an average 42 1/2 hours working week is compensated for by a 10 weeks annual leave entitlement.

You must be physically healthy and emotionally stable. You will need resilience, humour and the ability to contribute positively to the developing social work practice in the Community with imagination, initiative and tenacity.

Staff Development programmes and individual professional supervision are

emphasised as essential for all staff. Interested applicants are invited to telephone Owen Richardson, Head of Social Work or Walter Campling, Principal on Redhill 83445. Application forms from the Principal's Secretary, Philanthropic Community, Philanthropic Road, Redhill Surrey.

Closing date for applications is 5th April 1985, with interviews likely during the week beginning 22nd April 1985.

Wandsworth

an equal opportunity employer
All applicants are considered on the basis of their suitability for the job irrespective of disability, race, sex or marital status.

WORCESTERSHIRE

Qualified sports and activities teachers are sought to be residentials in highly organised international summer school: 17th June - 16th August. Excellent conditions and facilities.
Apply with all details: Paul Surpin, Personnel Unit, The Sports Council, 10, Mount Ephraim Road, Tunbridge Wells, Kent, TN11 1JL. Tel: 0546 471485. (40978) 680000

Gwent County Council

SOCIAL WORKERS

(2 POSTS)
School Psychological Service

Salary: N.J.C. - Social Worker Scale 2: £7,524 - £8,820

POST A
Qualified Social Worker required to work in the Newport Area. Based at the School Psychological Service Office, Newport.

POST B
Qualified Social Worker required to work in Chepstow, Caldicot, Caerleon, Monmouth and parts of Carmarthen. Based at County Hall, Chepstow, and the School Psychological Service Office, Chepstow.

There will be the opportunity to take part in varied and challenging work with children, young people, families and schools and with special educational units. Possession of a current driving licence and vehicle is necessary. Appropriate car allowances will be paid for authorised journeys.

Applicants should indicate the post(s) for which they are applying. Application forms and further information obtainable from Chief Executive Officer, Personnel Section, County Hall, Chepstow, Gwent. NP44 2XH. Closing date: 4th April, 1985. (10971)

LAKELAND TRAINING

Specialists in Personal Development Training and Outdoor Education

VICE PRINCIPAL/DIRECTOR TRAINING

who is an innovator in personal development training for all age groups. Remuneration £11,588 to £12,860.

Responsible for assisting in the overall management of this independent residential centre with specific duties including:

(a) Content and planning of Courses with particular emphasis on the design and development of new training programmes.

(b) Client liaison and development.

(c) External communications including media, lecture tours, etc.

Applicants should have teaching, outdoor activity or other relevant qualifications. Working experience of a residential centre would be an advantage but a track record of personal conviction, and commitment to process in this field will be the key factor in selection.

Write or telephone with briefest personal details for further particulars and applications to: Chairman, Lakeland Training, Ashmeadow Centre, Arncliffe, Cumbria LA8 0AD. (Tel: 0524 761710).

craftscouncil

EDUCATION OFFICER (SCHOOLS)

The Council has created a new post for an EDUCATION OFFICER to work with and develop its services to schools and further promote the understanding of the crafts in this sector. Its present schools services include a gallery education programme, pilot projects to bring craftspeople and their work into schools, publications and the dissemination of information. The development of this post will offer considerable scope to a person with imagination and initiative.

The Council expects applicants to have at least three years' experience as teachers in the art/design area (though candidates need not come directly from teaching) and to understand at both practical and theoretical levels the contribution made by these subjects to the general education of young people. Confidence in exercising individual aesthetic judgment is essential as is organizing ability. Administrative experience would be an advantage.

Starting salary in range £3,785-£10,783 p.a. (under review) on scale to £12,026, negotiable according to age and relevant experience. Benefits include a non-contributory pension scheme, 22 days annual leave and 10 1/2 days public and privilege holidays.

For further information and application form contact Penelope Rhoades, Crafts Council, 8 Waterloo Place, London SW1Y 4AT. Tel: 01-930 4811.

Closing date for receipt of applications: 15th April 1985. (10985)

JAMES ALLEN'S GIRLS' SCHOOL

London SE22

ASSISTANT BURSAR

Applications are invited for the appointment of Assistant Bursar. It is expected that the successful applicant will succeed to the post of Bursar and Clerk to the Governors on the retirement of the present holder in 1987.

For details write to the Clerk to the Governors of James Allen's Girls' School at Dulwich College, London SE21 7JH.

